DOCUMENT RESUME

ED 341 810 CE 060 292

AUTHOR Royce, Sherry, Ed.
TITLE The ABLE Sampler. A Professional Development Guide for Adult Literacy Practitioners.
INSTITUTION Royce and Royce, Lancaster, PA.
SPONS AGENCY Pennsylvania State Dept. of Education, Harrisburg. Div. of Adult Basic and Literacy Education Programs.
PUB DATE 91
NOTE 84p.
PUB TYPE Reference Materials - Bibliographies (131) -- Guides - Non-Classroom Use (055) -- Collected Works - General (020)

EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS *Adult Educators; Adult Learning; *Adult Literacy; Book Reviews; Classroom Techniques; Disabilities; Educational Administration; Educational History; Educational Philosophy; Educational Resources; Educational Strategies; Females; Guides; Illiteracy; Information Sources; Literacy Education; Minority Groups; *Professional Development; Teaching Methods
IDENTIFIERS *Workplace Literacy

ABSTRACT

This guide provides adult literacy practitioners with a sampling of 103 exemplary professional development resources. It is designed to address the broad needs and interests of adult literacy practitioners and is intended as a resource guide for out-of-field professionals, who are being called upon to perform adult literacy services. Books, exemplary journal articles, monographs, special projects, and videotapes are included. The guide is divided into nine chapters. Each contains an introduction by a leading authority in the subject area, followed by the core collection review(s) and the annotated listing of resources. These subject areas are addressed: administration and management; adults as learners; diverse populations; evaluation; history, philosophy, and politics; instructional strategies; social context; and workplace literacy. The final subject area of adult literacy resources introduces the services of ERIC and AdvancE, Pennsylvania's adult education rewsource center. References include curriculum guides, bibliographies, and a manual on preparing and individualizing reading materials. A section containing names, addresses, and commentaries on 33 journals and newsletters for adult literacy providers is followed by a publishers' list for all resources in this guide. Other contents include contributors' profiles, criteria for selection of resources, and index. (YLB)

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# The ABLE Sampler

## A Professional Development Guide for Adult Literacy Practitioners

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## *ACKNOWLEDGMENTS*

When the adult education movement first came into being in the United States, one of its bywords was "*friends teaching friends*." This is still true in professional development. The *ABLE Sampler* would not have been possible without the efforts of a national task force of adult literacy education practitioners who completed evaluation sheets recommending their favorite Adult Basic and Literacy Education (ABLE) professional development resources. Their recommendations were translated into a challenging collection of Reviews and Introductions by thirty-five contributors to this Guide. Please read their profiles (pages 72-75). They are our own, and their education, careers, interests and accomplishments embody the expertise and the rich diversity of our field.

Thanks are due Edie Gordon, Alina Hudson, DeLores Weaver, Carol Molek and Bernadette Mangie, all Pennsylvania ABLE program directors, who reviewed and commented on the selection criteria and classification system. The accuracy of the final product is, in large measure, due to the efforts of proofreaders, Virginia Lawson (Vice President, Publishing & Marketing, Literacy Volunteers of America), Meredyth Leahy (Dean of Continuing Education, Cabrini College), Barbara Goss (English instructor, TIU Adult Education & Job Training Center) and Tana Reiff (Adult Basic Education author and editor).

The ABLE Panel, Vickie Collins, Carol Goertzel, Meredyth Leahy, Annette McAlister, Judith Rance-Roney, Jovita Ross-Gordon and Nancy Woods, were a constant source of support and good humor throughout this project. Along with the project director, they developed the criteria for selection, determined the classification system and were responsible for choosing the core collection and resources included in *The ABLE Sampler: A Professional Development Guide for Literacy Practitioners*.

Special thanks go to Dr. John Christopher, Dan Partin and members of the Pennsylvania Department of Education's Adult Basic and Literacy Education Programs 353 Committee who saw value in the production of a professional development guide and funded it accordingly.

After seventeen years as the adult education director of a two-county program in rural Pennsylvania, educating myself "to be the best I could be," I followed the example I had been preaching and returned to formal schooling. Through my interactions with Stephen Brookfield, Maxine Greene, Elizabeth Kasl and Jack Mezirow of Teachers College, Columbia University, and my colleagues in the AEGIS program, I learned that: "In an applied profession (such as adult education) ...theory and practice must be constantly interactive. Theory without practice is empty, and practice without theory is blind" (Cross, Adults as Learners, 1981, p.110). This *ABLE Sampler* is my way of saying "thank you" to AEGIS and of encouraging other practitioners to *take the time* to broaden their horizons and enrich their programs by exploring the literature of adult literacy education.

Sherry Royce
Editor and Project Director
June 14, 1991

# *INTRODUCTION TO THE ABLE SAMPLER*
## *A Professional Development Guide for Adult Literacy Practitioners*

### ADULT LITERACY LEADERSHIP AND LEARNING

The research project that led to this Guide began with a question from a colleague. "*What is the difference between staff development and professional development?*" I thought a minute and then answered: "*Staff development is training you provide for others; professional development is learning you acquire for yourself.*" While this definition may be slightly unorthodox, it does highlight a persistent problem in our field. One of the strangest discrepencies in adult literacy education is between the enormous amount of time, effort and funding spent on client instruction and tutor training and the meager amount of time and stipends allocated for the professional development of the leadership in the field, namely teachers, trainers, directors, and administrators.

This question of professional development, of "who trains the trainers," has been a perennial problem for adult literacy professionals. In 1941, Harry and Bonita Overstreet conducted a year-long investigation of all types of adult education leadership training in the United States. Their study, *Leaders for Adult Education*, described qualities of professional expertise evident in a wide variety of leaders and concluded that this expertise was grounded in life experiences as adult educators learned their trade from the adult classes they taught, from the communities they served, and by discovering unmet needs.

Fifty years years later, little has changed. While the number of clients served by adult literacy councils and basic skills programs has topped the one million mark, only a handful of adult education graduate programs provide a specialization in adult literacy and fewer still offer the flexibility of scheduling essential to practitioners who cannot afford to take off for a few years to pursue a degree. So leaders in the field of adult literacy continue to be largely responsible for their own learning. Faced with the enormous pressure of community and institutional interaction in addition to program funding, promotion, supervision, training and evaluation, it seems easiest and most efficient to learn through networking with colleagues and experimenting with learners.

This pragmatic approach does work. Knowles formulated his principles of andragogy after years of reading the commentaries of adult teachers published in adult education professional journals. He notes that in his first job as director of training for the National Youth Administration of Massachusetts he "did a lot of teacher training without knowing that that's what it was. Just by the seat of my pants, out of intuition" (Hilton, 1981, p. 250). Furthermore, adults vote with their feet and poor literacy teachers and programs soon find themselves without clients. However, this apprentice-type approach to adult literacy, which focuses on effective instructional strategies to meet immediate needs, often in crisis situations, leaves little room for learning from the past or planning for the future. It is not good enough for our students and it is not good enough for ourselves.

As leaders of adults who need to continue our own learning we must acquaint ourselves with the constantly evolving body of theory related to adult learners, adult learning, and adult literacy. We must reconsider our definition of a learning site and reexamine our methods of evaluation. To broaden our understanding and challenge our perspective, we must delve into the history and politics of adult literacy and study alternative philosophies of practice. To our unique sense of community, we must add an understanding of diverse cultures and social contexts. When we gather and weave these strands into a unique set of principles and beliefs, we will have fashioned a professional identity, a focus of reference that we can articulate. Literacy educators who can "*clearly articulate their own stance, name their own world and tap the sources of their own creativity*" (Monette, 1979, p.554) are better prepared to develop programs, provide instruction, and model principles of self-directed learning and empowerment.

The purpose of this book is to provide adult literacy practitioners with a sampling of professional development resources that propound classic themes, introduce innovative ideas, and challenge traditional assumptions. We hope to entice you to continue the self education necessary to attain leadership in the field.

## SELECTION AND COMPILATION OF RESOURCES

The ABLE panel, composed of the project director and seven leaders in Pennsylvania adult literacy, determined the process, principles, and procedures for this Guide, including: 1) the target audience; 2) the type of resources to be included; 3) criteria for selection; 4) major emphasis categories in which resources were sought, and 5) the composition of the national task force assigned the job of recommending exemplary resources.

### *Target Audience*

The guide is designed to address the broad needs and interests of adult literacy practitioners including ABE/GED/ESL and literacy program staff as well as college and university adult literacy curriculum and staff development specialists. It is also intended as a resource guide for out-of-field professionals, such as librarians and trainers in business and industry, who are being called upon to perform adult literacy services.

### *Resources*

While professional books comprise the majority of the resources selected for inclusion in this guide, exemplary journal articles, monographs, special projects, and videotapes are also included.

### *Criteria for Selection*

Reviewers were advised to recommend resources that were *Excellent* in their opinion and easily *Available*. Resources included in this Guide scored highly on criteria (see Page 76) pertaining to the following areas :

♦PERTINENT ♦UNDERSTANDABLE ♦AUTHOR'S EXPERTISE ♦CURRENT ♦CLASSIC

### *Categories of Emphasis*

Adult literacy resources that addressed the following eight categories (see page 77) were sought: Administration & Management; Adults as Learners; Diverse Populations; Evaluation; History, Philosophy & Politics; Instructional Strategies; Learner Services and Social Context. This classification system was later modified to incorporate Learner Services under Administration and Management and to separate out Adult Education Resources and Workplace Literacy.

### *The National Task Force*

Four hundred Evaluation Packets were mailed to practitioners in fifty states according to the following institutional representation. Two hundred and sixteen different resources were recommended.

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| Associations | 17 | Adult Ed Resource Centers | 23 | Colleges/Universities | 85 | Community Colleges | 20 |
| Emeritus Adult Educators | 5 | Federal Agencies | 7 | Prisons & Hospitals | 9 | Libraries | 18 |
| Literacy Councils, Initiatives | 55 | School Districts/VoTechs | 53 | Private Sector | 33 | State Depts. Education | 49 |

### *Selection of Exemplary Resources*

In selecting the 103 exemplary resources featured in this guide, the ABLE Panel scrutinized the evaluations, counted the number of recommendations for each resource, and factored in representation for each classification. Any weighting by the panel in favor of their own preferences was considered acceptable as they represented a broad spectrum of the adult literacy field. The ABLE Panel included program directors from a local school district, a library, a community-based women's organization and a community college adult literacy program as well as an adult education resource center specialist, an adult education university professor and the current chairperson of the Pennsylvania State Coalition for Adult Literacy. From the 103 resources chosen for the Guide, twenty-four were selected by the ABLE Panel for extensive review as an adult literacy education core collection.

### *Format of the Guide*

The Guide is divided into nine chapters with each containing an Introduction by a leading authority in the subject area, followed by the core collection review(s) and the annotated listing of resources. Reviewers were given free rein to express their opinions. Comments in the annotated listings, unless accompanied by quotes and a source, are a compilation of the ratings and remarks by all task force members recommending the resource. Resources have been classified according to their major area of emphasis as indicated by a majority of task force evaluators. There is a great deal of room for argument here. Sub-categories of emphasis are noted in the annotated listings. As for the core collection, I would suggest you read the reviews and then classify them as you wish.

## OVERVIEW OF THE CONTENTS

The *ABLE Sampler* begins with a chapter on administration and management which addresses the many hats worn by adult literacy program directors. You'll find books, articles and videotapes related to your role as administrator, program planner, trainer, promoter, and community liaison. Other references examine adult literacy as it relates to the broader field of adult education, appraise its current status, and suggest future directions. Most of the references in Chapter Two, "Adults as Learners," take an empowerment approach and emphasize an interactive collaborative process of facilitating learning. "Diverse Populations," focuses on cultural diversity and alternative ways of knowing for women, minorities, and disabled adults. The short chapter on Evaluation features the Lytle and Wolfe overview of adult literacy evaluation and includes selections on assessment of learning disabled adults, readiness for the GED, and competency-based adult education programs.

Are you looking for motivational and instructional strategies to share with teachers and tutors? Do you want to explore a holistic or mentoring approach to adult literacy? Chapter Six presents nineteen selections dealing with adult literacy instructional theory, methods, and effective practices. References dealing with principles of effective family literacy practices are included in "Social Context," while workplace literacy programs are featured in Chapter Eight. The selections in Chapter Five, "History, Philosophy and Politics" and Chapter Seven, "Social Context," provide an environment for adult literacy. These selections can help you to understand how definitions of adult literacy have emerged and changed over time, the longtime role of volunteers and libraries in literacy education, how illiterate adults are contributing and successful members of social networks, and how literacy approaches in Canada and China can offer solutions to literacy problems in your community.

"Adult Literacy Resources" introduces the services of ERIC, a national educational resources information center, and AdvancE, Pennsylvania's adult education clearinghouse. References in this chapter include curriculum guides, bibliographies, and a manual on preparing and individualizing reading materials. A section containing names, addresses, and commentaries on thirty-three journals and newsletters for adult literacy providers is followed by a Publishers Listing for all resources in *The ABLE Sampler*.

## OBSERVATIONS, REFLECTIONS, AND RECOMMENDATIONS

If we look at this Guide as a state-of-the-art study of adult literacy professional development, what is important is the pattern of recommendations received from the field. Practitioners' paramount concern remains the delivery of instruction. When given a range of eight categories in which to recommend favorite resources, one-fourth of all the evaluation sheets completed dealt directly with instructional strategies, and eighteen percent of the instructional strategy materials recommended addressed tutor-client instruction. Following closely behind instructional strategies and almost equally balanced were resources related to administration and management, adults as learners, history, philosophy and politics, and social context.

***The Omissions are Significant***

The most interesting and significant findings are the gaps; areas of omission where one would expect to find professional development resources and few, if any, were recommended. In the Learner Services area, only one resource featuring recruitment and retention was nominated and recommendations in the area of learner support services and counseling (personal, employment, career development) were virtually non-existent. Under Diverse Populations, there was less than a handful of recommendations dealing with women's issues, ethnic and racial minorities and intergenerational literacy. Notable by their absence were resources in the crucial area of adult literacy Evaluation, which included needs assessment, learner evaluation and testing, instructor evaluation, program evaluation, and professional self-evaluation. What does this tell us? Either practitioners are not aware of or interested in resources dealing with cultural diversity, learner support, counseling and all forms of evaluation **or** there is a woeful lack of adequate professional development resources in these areas.

No one, including the editor, will be 100% satisfied with this Guide. That is as it should be. If you are a specialist in any adult literacy area, from evaluation to workplace literacy to ESL, you probably can name a dozen or more resources in your area that you feel really should have been included. *GOOD!* Please photocopy the Evaluation Sheet enclosed and send me your recommendations. We hope to do this again.

**SHERRY ROYCE**
*Editor and Project Director, The ABLE SAMPLER*

## REFERENCES

Cross, K.P. (1981). *Adults as learners*. San Francisco, CA: Jossey-Bass.

Hilton, R. J. (1981) *The short happy life of a learning society: American education in America, 1930-1939*. Unpublished doctoral dissertation, Syracuse University.

Monette, M. (1979). Paulo Friere and other unheard voices. *Religious Education*, 74, 543-554.

Overstreet, H. A. & Overstreet, B. (1941). *Leaders for adult education*. New York: American Adult Education Association.

## *INTRODUCTION TO ADMINISTRATION AND MANAGEMENT*

The extensive variety of references dealing with program development and management tend to share a number of common themes. The first, and perhaps most critical, is the challenge to really improve adult basic skills programs. Inherent in the various approaches to improvement suggested in these books, articles and papers is the understanding that the improvement of programs is the responsibility of both adult education administrators and instructors. Remember, adult learning is the ultimate outcome of our programs.

A second, related theme is the critical need to improve staff training. If the development and professionalization of adult educators is to be taken seriously by our field, much more attention, effort and funding will need to be invested in training programs.

The documents recommended here also include the awareness that policy makers must find better ways to reward the performance of staff members. Increasing (and financing) professional development opportunities is one proposed method. Many more are suggested by the authors.

Finally, these references challenge program managers to radically increase their expectations concerning levels of service. Not the usual expectations which are defined by numbers served in a given semester or program year, but by the level of quality of service and the extent to which students' needs are identified and met. These new expectations will require policy changes at all levels and will include investments in research, development, assessment (both learner and program), and more.

Yet, after 25 years of "making do" with limited resources, why shouldn't we develop a grander vision? It's the professional thing to do.

***—James T. Parker***

*U.S. Department of Education, Division of Adult Education & Literacy*

## ADULT LITERACY PERSPECTIVES

Review by Robert Fellenz, Montana State University

***If we begin with the assumption that everyone can learn and will learn under the right conditions, then the first place for explanation of learning failure is in errors in the instruction, not faults in the learner.***

***—Taylor & Draper***

Faced with the great diversity in defining and describing adult basic education, Taylor and Draper simply "have tried to capture some of the richness of this diversity...To accomplish this, they invited a wide range of scholars, practitioners and analysts to share their expertise" (p.vii). The result is a fascinating collection of forty-seven chapters touching on a wide range of important literacy issues and practices and providing an international perspective available nowhere else.

It is, indeed, this very diversity that makes the book so valuable. It is easy for those of us working in literacy to focus so intensely on local problems that we fail to notice the practical solutions and insights developed elsewhere. Visiting classrooms or talking with others from neighboring communities is a good way to improve our practices. *Adult Literacy Perspectives* allows us to mingle with practitioners and analysts not just from our area but from communities around the world.

Part One, for example, has six chapters looking at historical and philosophical perspectives. Ordinarily, we would not consider this a very practical topic for teachers working in local programs. However, because these chapters present literacy efforts from a world-wide view, they provide the reader a professional identity that is inspiring. We need to realize that whether we are teachers, administrators, professors, or whatever, we are part of one of the most important world-wide efforts of our day--that of setting people free to become what they can be by assisting them to develop basic literacy skills.

Parts Three, Four and Five deal with topics most relevant to practitioners. Developing a learner centered curriculum, instruction for beginning adult readers, promoting life skills, and teaching English as a Second Language are programs examined in Part Three. Assessment is the major topic of Part Four. Appropriate tests, instrument readability, and naturalistic approaches to evaluation are examined there.

Part Five looks at remedial approaches in various parts of adult basic education. Methods useful in remediating reading difficulties or math problems, in working with disabled learners, in using computers or experiential approaches are all examined. This section closes with an interesting case study that opens a perspective often missed; the student's concept of literacy education.

Program directors may find Parts Six and Seven of special interest for they deal with professional development and with various settings for literacy education. Again, a broad perspective is given to these areas. Training is examined from such diverse perspectives as teaching style, volunteers, and women's experience of illiteracy. Settings examined range from prisons to work places. The variables examined range broadly from community development to the economic impact of adult basic education.

This broad and insightful look at adult basic education is a tribute to the editors of *Adult Literacy Perspectives*. Maurice Taylor is a Teaching Master in the Adult Basic Education department at Algonquin College and a lecturer in adult education at the University of Ottawa. He has served as consultant to literacy groups in both Canada and the United Kingdom and been active in professional groups in the United States, serving on the editorial board of the journal, *Adult Literacy & Basic Education*. James Draper has been a faculty member of the department of adult education at the Ontario Institute of Studies in Education since 1967. He has been active in promoting literacy programs throughout Canada and in India, Thailand, the United Kingdom, and Australia and has written extensively on world literacy.

Taylor, M.C. & Draper, J. S. Adult literacy perspectives. Toronto, Ontario, Canada: Culture Concepts, Inc., 1989.

## *EFFECTIVE ADULT LITERACY PROGRAMS: A PRACTITIONER'S GUIDE*

Review by Mary Williams, Mary Williams & Associates

*Effective Adult Literacy Programs: A Practitioner's Guide* is a gold mine for both new and experienced adult educators. It provides an excellent overview of issues and practices in adult basic education and is recommended as a basic text and reference book for practitioners—teachers, administrators and counselors. Specific topics can be easily accessed through the table of contents, lists of exhibits, index, or page headings. Although users should be cognizant of the fact that there have been important developments in the field that render the book dated in some respects, a familiarity with the *Guide's* contents will provide the reader with a most thorough grounding in literacy issues.

The *Guide* presents the findings of the National Adult Literacy Project (NALP), a federally funded study to identify how exemplary adult education programs are structured and operated. Exemplary programs were chosen through a nomination process and include a broad cross section of providers: public educational agencies, community-based organizations, correctional institutions, military programs, post-secondary institutions and employment and training programs. Information was gathered through a mail survey and site visits. Of 335 programs nominated, 225 returned the comprehensive questionnaire, and 38 were chosen for visits.

The book's author, Renee Lerche, directed the NALP study. She received an Ed.D. from Harvard University and subsequently served as a senior consultant for The Network, Inc., in Andover, Massachusetts. Lerche integrates the study's finding, which documents exemplary practices, with both her professional opinions and relevant research. The book is organized as follows:

Section I includes an introduction and an overview of the NALP study. The seven chapters in Section II are organized around eight components of effective programs: recruitment and public relations; orientation; counseling; diagnostic testing; assessment of student achievement; instructional methods and materials; follow-up of learners; and program evaluation. Diagnostic testing and assessment elements are addressed in one chapter. Section III addresses program management and presents conclusions from the promising practices search. Section IV presents a general bibliography and mini-profiles of the programs surveyed.

Although the book is thought of as an administrative resource, its greatest strength may be in dealing with issues of instruction and assessment. Student assessment and the teaching of reading are covered thoroughly and well. However, readers will have to extrapolate and seek additional resources if they are concerned about other instructional areas, such as writing and math. In addition, virtually no attention is paid to English as a Second Language.

***Programs with a commitment to systematically planning, implementing, and evaluating the components of their programs as integrated parts of the whole educational enterprise ... those that create a coherent system of adult literacy instruction tied to the goals of the agency and its community ... appear to be the ones that are the most successful.***

***—Renee S. Lerche***

The *Guide* contains more guidance for programs using a "prescriptive" rather than an "empowering" approach. Since the *Guide* documents existing practice, its content is necessarily driven by state of the art of that practice. However, Lerche is careful to point out that differing philosophies or approaches may be effective and gives a fair and balanced presentation of the differing points of view she encountered among practitioners surveyed. Additionally, many of the effective and exemplary practices cited convey an abiding concern for and sensitivity to the adult learner.

Another strength of the *Guide* is that it includes a number of illustrative exhibits, such as student records, an instructional materials checklist, and sample needs assessment questions. Unfortunately, the text of the book is very dense, with small margins, small print and no graphics.

The book's primary flaw is that it is a static record. It was published prior to welfare reform, the family literacy movement, amnesty and the swelling of the ESL ranks in programs, the emergence of PLUS and various literacy coalitions, the technology boom, workplace literacy, etc. The period from 1985 to the present may be one of the most dynamic ever for literacy and basic education. This is one book that makes the reader wistful for periodically published revisions.

Lerche, R. S. Effective adult literacy programs: A practitioner's guide. New York: Cambridge, 1985.

# THE HANDBOOK OF ADULT AND CONTINUING EDUCATION

Review by Don Seaman, Texas A&M University

***We have more information at our fingertips than we can comprehend ... We are required to inform ourselves about complex international issues ... Our jobs may disappear ... The only thing that is certain is that change requires us to attend to systematically recasting information, knowledge and our views of the world.***

***—Merriam & Cunningham***

*The Handbook of Adult and Continuing Education*, the seventh in a series, was developed to provide an overview of this emerging field to "professionals working in the field and those who are unfamiliar with the field." Its 649 pages contain 48 chapters written by 69 authors (or co-authors) who are theorists or practitioners representing a broad spectrum of adult education.

The editors, Sharan Merriam, University of Georgia, and Phyllis Cunningham, Northern Illinois University, have both had extensive experience in adult education and are regarded as leaders in the field. Merriam's research and publications have focused on adult development and learning and qualitative research methods, while Cunningham has edited several major journals and is a leader in international adult education.

Although literacy was not the focus of this publication, it pervades much of the content. Part Four, "Adult Education Program Areas and Special Clienteles", includes the chapters: "Adult Basic Education," "Adult Secondary Education," and "English as a Second Language." The problems of trying to define *Adult Literacy* are described and the need for adult literacy is well documented.

Although some overlap occurs, each chapter is presented with distinct concepts and program activities. The growth and development of occupational literacy and the workplace as an environment for learning are stressed. Alternative programs to high school for adults are presented and different methodologies for teaching ESL are described. Issues such as immigration reform, lack of professional development, and few opportunities for full-time employment are discussed. Other chapters feature community-based adult literacy, learning activities for "older adults," and literacy needs in rural areas. The problems created by insensitivity to cultural and language differences in literacy are also emphasized.

In Part Three, "Major Providers of Educational Programs for Adults", most chapters include adult literacy. Public schools and community education have supported literacy for decades, while the necessity for literacy in the armed forces has been known since World War II. Literacy is perceived by some as a means for reducing the number of incarcerated adults, while remedial-development programs are part of the mission of many community colleges. The Cooperative Extension Service has been serving undereducated adults for decades, and library-sponsored literacy is growing rapidly.

In Part One, "Adult Education as a Field of Professional Practice," literacy levels are shown to significantly affect the social dimension of the United States, and literacy programs have been an integral part of the history and development of this country. The influence of social classes depends, to a great extent, upon their literacy capabilities, and literacy is definitely a growing international concern.

Part Two, "Adult Learners and the Educational Process," directly relates to adult literacy. Concepts such as participation, the "teachable moment," familiarity with the task, developing basic skills, and acquiring knowledge are certainly important to literacy. Measurement and evaluation of prior learning in relation to future goals is discussed and "direct participation of clients or learners in planning" is emphasized.

This handbook cannot be described or classified as either research *or* practice. It is primarily a *resource* document and contains numerous references to the latest research. However, literacy practitioners will also find the book quite useful, particularly Parts Two, Three and Four in which many ideas for planning and implementing adult education programs are offered.

Although a few chapters are somewhat prescriptive, professional adult educators and newcomers will be more empowered through reading its resource-oriented content. Theorists and researchers will find a wealth of data and up-to-date references while practitioners can use much of the information for planning and developing effective adult literacy programs. This *Handbook of Adult and Continuing Education* is "a reference that both defines and interprets the field from the viewpoints of a cross section of leaders within the profession."

**Merriam, S. B., & Cunningham, P. M. (eds.). Handbook of adult and continuing education. San Francisco, CA: Jossey-Bass, 1990.**

## *THE PENNSYLVANIA ABE HANDBOOK FOR PROGRAM ADMINISTRATORS*

Review by Annette McAlister, PA Clearinghouse AdvancE

*The Pennsylvania Adult Basic Education Handbook for Program Administrators* is must reading for all new administrators in the Commonwealth. It is the one publication in which those new to the field can quickly acquire a basic knowledge of program administration, particularly as it applies to Pennsylvania.

Tana Reiff, the editor of the handbook, is a nationally known author of material for adult new readers. In Pennsylvania, she is also known as the author of numerous staff development publications for teachers and administrators. These include: *Grassroots Publicity: Proven, Low or No-Cost Ideas for Adult Education Programs; Keeping Up Appearances: A Do-It-Yourself Guide to Better-Looking, More Effective Special Projects*; and the *Staff Handbook*, which is the companion volume to this administrator's guide.

Information in the *Handbook for Program Administrators* is grouped for easy access under seven broad categories: The Program Administrator; Adult Education: A Background; Planning and Administration; Delivery Systems; Staffing, Student Services; and Professional Support. Under Tana's skilled editorship, some fifty authors, most of whom are practitioners themselves, impart advice and information to their colleagues.

Certain articles stand out as being particularly useful to the new administrator (and for those not-so-new administrators who never had a real orientation to the profession). For example, the history of adult education, both nationally and in Pennsylvania, gives the reader a sense of our roots. It is followed by a description of the primary sources of funding — the Adult Education Act and Pennsylvania's Act 143. These discussions provide a context for considering where our profession is today and where we need to be going.

In "How to write a fundable grant proposal," Judy Rance-Roney provides the administrator with a very readable, practical guide to proposal planning and writing. The process suggested is one that includes participatory planning to insure that staff play an active role in identifying project ideas. Rance-Roney describes a fool-proof procedure for insuring that all of the information requested is addressed in the completed proposal. How many times has a reviewer had to give a zero score to a question on the rating sheet because the applicant omitted a piece of information!

***The person who administers an adult education program has a job not unlike that of a symphony orchestra conductor. This program administrator stands before all the 'musicians' — teachers, counselors, volunteers, support staff, and, of course, students, leading them to produce their best music.***

***—Tana Reiff***

John Corse, in "Managing a multiple-site program," discusses the need for multiple sites and how to identify and negotiate for space. The advice is practical: "Include an escape clause," "Lease for one year," and "Discuss subletting and joint-leasing." He reminds us that change is inherent in adult education programs. The administrator must constantly evaluate all aspects of a program and make adjustments accordingly.

Some of the articles, like those by Rance-Roney and Corse, are fairly brief. Others provide a more in-depth discussion of a topic. Meredyth Leahy, for example, discusses the hiring, supervision, and evaluation of staff in a full two-page article. She provides excellent advice to help the new administrator select good candidates for teaching positions since, as we all know, few applicants "surface who have been formally prepared to teach adult basic education." Under the headings supervision and evaluation, the administrator can find specific suggestions for developing criteria that can be used to assess teacher strengths and weaknesses.

It would be impossible to highlight all of the articles in the handbook, but the above-mentioned is a representative sampling. The blending of practical and philosophical articles make this title a must for the administrator's bookshelf. It is the one source of state-of-the-art information to guide Pennsylvania's programs.

**Reiff, T. (Ed.). The Pennsylvania ABE Handbook for Program Administrators. Lancaster, PA: New Educational Projects, Inc., 1990.**

## PRINCIPLES AND TECHNIQUES FOR EFFECTIVE ABE STAFF DEVELOPMENT

Review by Elaine Shelton, President Shelton & Associates

***For effective staff development to occur, a human climate of openness, acceptance, and trust must be established.***

***—James Parker***

James Parker, the author of this resource, is highly qualified to write on the topic of ABE staff development. During part of his two decades with the U.S. Department of Education, Parker served as Program Officer to several federally funded adult education projects that were part of the U.S. Department of Education's National Diffusion Network (NDN). The purpose behind the NDN is to provide training and technical assistance to educators wanting to implement one of the Network's nationally validated programs. Thus, Parker was in on the ground floor of identifying and evaluating several of these effective programs which provided staff development to ABE personnel.

As a natural outgrowth of his experience and expertise in the area of competency-based adult education (CBAE), Parker founded the Adult Competency Education (ACE) Unit of the American Association for Adult and Continuing Education (AAACE) in 1976. Parker also was one of the founding members of the National Adult Basic Education Staff Development Consortium, another Unit of AAACE.

**Purpose of Resource/Target Audience/Uses**

This paper is a description of that consortium and one of its major projects, namely the development of a set of research-based but practitioner-oriented principles and techniques that were identified as most closely correlated to the provision of effective ABE staff development. This resource can be highly valuable to all ABE program staff who are directly or indirectly involved in providing staff development services. These principles and techniques should guide the planning and actual provision of staff development workshops *by and for* ABE instructors and administrators. They can and should also provide the foundation for further research into effective principles and techniques for staff development.

Most of the principles and techniques described are also highly transferable to other, non-ABE staff development milieu. Professors of adult education should use the principles and techniques to guide their own teaching, which can be viewed as staff development (true pre-service), and to impart to their students as course content. Thus, these principles and techniques can be used both for process and content in higher education teacher training.

**Descriptions of Significant Portions**

After a brief description of how and with whom the National ABE Staff Development Consortium began, this resource describes the process by which principles and techniques of effective ABE staff development were identified. The process, like the product, was research-based but practitioner-oriented in that the first draft was derived from current literature, with professional ABE staff developers asked to comment, via a survey instrument, on their effectiveness and appropriateness in an ABE setting.

From this literature search and survey, the consortium generated the following four lists: 1) Twenty-four ranked *General Principles of Staff Development*; 2) Seventeen ranked principles for *Planning Staff Development*; 3) Twenty-nine ranked *Principles for Staff Development Implementation*, and 4) Thirty-nine ranked *ABE Staff Development Techniques.*

In an attempt to give the flavor of the content of each of the four lists, I have included the principle/technique ranked highest in each list:

**General Principles of Staff Development**: For effective staff development to occur, a human climate of openness, acceptance, and trust must be established.

**Principles for Planning Staff Development**: Effective professional development activities are based on a continuous assessment of participants' needs; as needs change, the activities are adjusted accordingly.

**Principles for Staff Development Implementation**: Giving teachers the opportunity to periodically meet and share ideas with colleagues is valuable in providing support and facilitating change.

**ABE Staff Development Techniques**: For teaching practices that require very complex thinking skills, plan to take more time, provide more practice, and consider activities that develop conceptual flexibility.

Parker, J. Principles and techniques for effective ABE staff development. Washington, DC: Clearinghouse on Adult Education & Literacy, DAEL, US Dept. of Education, 1987.

## SMART MOVES

Review by Vickie Collins, Free Library of Philadelphia

Sam Deep and Lyle Sussman have developed a quick reference guide for the busy manager. *Smart Moves* (formerly called the *Manager's Book of Lists*) provides over 1600 tips "to get the best from yourself and the people around you." This useful text is divided into fourteen categories including checklists for communicating, supervising, running meetings, managing conflicts, conducting interviews, planning and problem-solving.

Each of the categories begins with a brief narrative overview which includes interesting anecdotes and reflective commentary. The lists that follow are numbered with the major concept in bold for reading at a glance. While most lists are approximately eight or nine items long, many items are expanded into short paragraphs to further refine the main ideas.

The 140 lists incorporate techniques developed at General Electric, Hallmark, Xerox and other Fortune 500 companies. Nevertheless, non-profit groups can also benefit from these proven skill-building ideas:

**Communicate Successfully** covers strategies for getting people to listen to you, listening advantages, telephone techniques, and many other related lists.

**Deliver Powerful Presentations** has 16 lists including *Eleven Steps for Constructing a Speech* and *Eighteen Ways to Gain Confidence as a Public Speaker* as well as *Ten Powerful Openers.* Tips also include dealing with disruptive audiences and quotes to enliven any talk.

**Write for Results** has ideas for overcoming writer's block, creating persuasive letters, identifying frequenly misspelled words, and reference books for writers.

**Supervise Assertively** includes *Nineteen Strategies for Successful Leadership, Ten Rules for Delegation, Ten Steps for Constructive Criticism,* and *Ten Rules for Reprimands.*

**Create Quality** identifies *Thirteen Inexpensive Ways to Reward Employees, Eight Principles of Quality Improvement,* and seven other related items.

**Run Effective Meetings** covers group decision making, guidelines for a good agenda, ways to improve attendance, and ways to enliven group discussions.

**Manage Conflict Productively** lists the *Eleven Roots of Interpersonal Conflict, Eight Ways to Control Anger in Yourself,* and *Eleven Tips for Reducing Your Stress.*

**Negotiate to Win**, one of the shortest chapters, has six lists for preparing to negotiate, selling ideas to others, overcoming objections and closing a negotiation.

***We all manage ourselves and our own tasks, we all manage other people (officially or not) and we can improve our effectiveness by managing smarter.***

***—Deep & Sussman***

**Conducting Successful Interviews** helps busy managers develop interview questions, select new employees, and handle interviews with the media.

**Develop Your Organization** outlines *Nine Tips for Managing the Grapevine, Seven Tips for Hiring a Consultant,* and *Eight Steps for Terminating a Poor Performer.* It even includes recommendations for handling employee substance abuse.

**Plan and Problem Solve** capsulizes the *Ten Steps in Forming a Strategic Plan.* Also, List #115 provides *Six Steps in Group Problem Solving.*

**Find More Time in Your Day** deals with interruptions and procrastination as well as other time wasters. Several lists identify methods to spend less time writing, reading, telephoning, and attending meetings.

**Achieve Personal Success** has several lists, including how to create a positive first impression, remember names, get a promotion, prepare a resume, and select appropriate training programs.

**Manage Your Boss** gives *Fourteen Steps to Keep Any Boss Happy* and *Eight Suggestions on Asking for a Raise..*

The writing style is informal and easy to read. Clearly, the book has something for everyone! Readers may select a chapter or a single list to ponder. The authors even suggest four ways to use the book: read it cover to cover, skim relevant lists while waiting, search for specific management problems or use the text as a ready-reference tool. The clear typographic design mades this text inviting. An "action index" cross-references specific checklists for many management challenges. These practical strategies will be helpful for experienced and novice managers. According to the authors, this book provides a "minimum of theory and a maximum of immediate applications."

Deep, S., & Sussman, L. Smart Moves. Reading, MA: Addison Wesley, 1990.

**TITLE: A CHANGE IN OUR WAY OF THINKING** YEAR: 1989
AUTHOR: Gehring, T.
AVAILABLE FROM: Journal of Correctional Education Vol. 40(4) December 1989
COMPONENTS: Journal Article

SUB-CATEGORIES: CORRECTIONAL EDUCATION; FUTURE POLICY

AREAS OF STRENGTH: Deals with contemporary issues; Identifies future directions

Research Approach

CURRENT

COMMENTS: This article expounds on a directional shift for correctional education, identifies current issues and related curricular impact.

**TITLE: COMPLETE HANDBOOK OF ADULT LITERACY, THE** YEAR: 1990
AUTHORS: Soifer, R. and Associates
AVAILABLE FROM: Teachers College Press
COMPONENTS: Book

SUB-CATEGORIES: ADULTS AS LEARNERS; INSTRUCTIONAL STRATEGIES AND TECHNIQUES; LEARNER RECRUITMENT AND RETENTION; EVALUATION

AREAS OF STRENGTH: Theoretically based but not heavily technical;
Deals with contemporary practices

CURRENT Practice Oriented

COMMENTS: This text provides excellent guidance and information for practitioners as well as program administrators. Contents include computer-assisted instruction, GED curriculum guides, assessment of learners and staff evaluation. Teaching strategies are based on a whole language framework.

**TITLE: EFFECTIVE ABE STAFF DEVELOPMENT: A SELF-STUDY GUIDE** YEAR: 1987
AUTHOR: Parker, J.
AVAILABLE FROM: Clearinghouse on Adult Education & Literacy
COMPONENTS: Guidebook

SUB-CATEGORIES: STAFF DEVELOPMENT; SUPERVISORY ISSUES

AREAS OF STRENGTH: Clear organization of topics and issues;
Coherent, well written

Empowerment Approach
CURRENT Practice Oriented

COMMENTS: This guidebook and self-assessment instrument for staff trainers is based upon the principles developed by the National ABE Staff Development Consortium. It contains statements of six general principles addressing 1) collaborative planning; 2) institutional policy; 3) conditions of training; 4) training processes; 5) individual learner needs; and 6) evaluation. An outline assists readers to analyze present local staff development conditions, actions to be taken to apply the policy and effectiveness of the action.

**TITLE: LEADERSHIP FOR LITERACY** YEAR: 1990
AUTHORS: Chisman, F.P. and Associates
AVAILABLE FROM: Jossey-Bass

COMPONENTS: Book

SUB-CATEGORIES: ADMINISTRATION & MANAGEMENT; PROFESSIONAL ROLES; STRATEGIC PLANNING

AREAS OF STRENGTH: Deals with current issues and encourages critical reflection on practice

Empowerment Approach
Research Approach
Practice Oriented

CURRENT

COMMENTS: Ruthlessly honest in its appraisal of the status of adult literacy, this book challenges practitioners to carefully examine current practice. It makes a strong case for improvement of ABE planning, evaluation and support at all levels. "Probably one of the most forward-thinking books written in the literacy field in the last 50 years. A *must read* for any leader in the literacy field." *Jonathan McKallip*

**TITLE: MARKETING YOUR ADULT LITERACY PROGRAM** YEAR: 1989
AUTHOR: Smith, B.
AVAILABLE FROM: Albany Educational TV

COMPONENTS: Videotape and Guide

SUB-CATEGORIES: STRATEGIC PLANNING; STAFF DEVELOPMENT; PUBLIC RELATIONS; ADULT LEARNER RECRUITMENT

AREAS OF STRENGTH: Displays sensitivity and understanding for individual/group differences

Prescriptive Approach
Empowerment Approach
Practice Oriented

CURRENT

COMMENTS: This instructional package (a videotape and "how-to" manual) was designed to develop social marketing skills and plan a marketing campaign to recruit hard-to-reach adult learners. It features the development of strategies that are sensitive to the needs of potential adult literacy students.

**TITLE: MATERIALS & METHODS IN ADULT & CONTINUING EDUCATION** YEAR: 1987
EDITOR: Klevins, C.
AVAILABLE FROM: Klevins Publications, Inc.

COMPONENTS: Book

SUB-CATEGORIES: ADULTS AS LEARNERS; INSTRUCTIONAL TECHNIQUES; EVALUATION; HISTORY, PHILOSOPHY AND POLITICS

AREAS OF STRENGTH: Contemporary overview of the adult education field; Handy reference

Research Approach
Practice Oriented

CURRENT

COMMENTS: This book is a compendium of articles written by nationally known adult educators on their field of expertise. It treats various aspects of adult and continuing education including: philosophy, curriculum development, the teaching-learning process, staff development and future directions. Written from an adult education practitioner's point of view, it is a handy and practical reference that could be applied in many different settings and circumstances.

**TITLE: MODERN PRACTICE OF ADULT EDUCATION, THE** YEAR: 1989
AUTHOR: Knowles, M.S.
AVAILABLE FROM: Jossey-Bass

COMPONENTS: Book

SUB-CATEGORIES: STRATEGIC PLANNING; ADULTS AS LEARNERS; INSTRUCTIONAL STRATEGIES; CLASSROOM MANAGEMENT; CURRICULUM DEVELOPMENT; HUMANISTIC INSTRUCTION

AREAS OF STRENGTH: Clear organization; Coherent, well written; Encourages critical reflection on practice

CLASSIC Practice Oriented

COMMENTS: Still a classic in the field, especially for less experienced adult educators. This book provides a clear-lyorganized, comprehensive, well-written analysis of the various components essential to running a successful adult education program in any setting. "Especially valuable to those responsible for the management of instruction; there is no substitute!" *DeLores Weaver*

**TITLE: RECRUITING AND RETAINING ADULT STUDENTS** YEAR: 1989
AUTHOR: Cookson, P.
AVAILABLE FROM: Jossey-Bass

COMPONENTS: Book

SUB-CATEGORIES: LEARNER SERVICES; SUPPORT SERVICES

AREAS OF STRENGTH: Immediate application to practice

Empowerment Approach
CURRENT Practice Oriented

COMMENTS: Adult students do not necessarily come to learning willingly. This work covers the complete spectrum of recruitment and retention in adult education, with chapters 1-3, 7 and 8, dealing with issue pertinent to literacy practi-tioners. It provides both administrators and teachers with valuable insights into learner support strategies that work.

**TITLE: USE OF TECHNOLOGY IN ADULT LITERACY** YEAR: 1990
EDITORS: Turner, T.C. and Frick, E.
AVAILABLE FROM: Minnesota Assoc. for Continuing Education

COMPONENTS: Monograph; 12 articles

SUB-CATEGORY: COMPUTER AIDED INSTRUCTION

AREAS OF STRENGTH: Deals with contemporary issues and practices; Identifies future directions

Empowerment Approach
CURRENT Practice Oriented

COMMENTS: This monograph details CAI programs for ABE students provided by public schools, community colleges, libraries, volunteer agencies and a rehabilitation facility. While each program is unique in its location, mission, client base and methodology for delivering instruction, there is similarity in vision, issues raised and future recommendations. Pat-terns emerge from themes of empowerment, access and motivation.

## *INTRODUCTION TO ADULTS AS LEARNERS*

Why do our students seem to lose interest in their lessons so fast? Why do they forget so many words in our vocabulary memorization exercises? Why do so many of them not do well on our tests? Why is the dropout rate from our program so high?

These are questions I am frequently asked in my workshops with adult literacy teachers. And when I ask them why they think this is so, the response I often get is, "They are not as interested in learning as children," or "They have been out of school for so long that they have forgotten how to learn."

**Wrong!** Adults are avid learners when they are involved in learning things that are relevant to their life-tasks—when the curriculum and instructional methodology are "learner-centered." This is the message that comes through loud and clear in Brookfield's and Cross's books and is reinforced by those of Taylor and Draper and the other authors in this resource listing.

This is a fairly recent message. It is hard to believe that until the early 1960s we knew almost nothing about adults as learners. Until then most of the research by educational psychologists focused on learning in animals and young children, and the results of that research were subsumed under the label "Pedagogy" (the art and science of teaching children). The pioneering studies of adult learning by Houle and Tough in the 1960s opened up a whole new territory for exploration, and in the ensuing thirty years there evolved a startling new body of knowledge about the unique characteristics of adults as learners that came to be labeled "Andragogy" (the art and science of helping adults learn).

This research has revealed that adults are motivated to learn and do learn constantly in their life situations, that there are strategies for increasing their motivation to learn more purposefully, they learn more effectively when they are helped to be self-directed learners than when they are subjected to didactic teaching, and that teachers are most effective in causing learning to happen when they define their role as "facilitators of learning." These themes are but a sampling of the rich treasure of knowledge contained in the selections in this resource listing.

I can testify from my own personal experience that the more I have learned about how adults learn and how I can help them learn more effectively, the more pleasure and joy and sense of accomplishment I have reaped from my role as an adult educator. And numerous teachers of adults who practice this "new thinking" about adult learning have shared similar experiences with me. Happiness is being with adults who get excited about learning.

As Cross points out in her book, we are talking about more than personal satisfaction. We are talking about a societal imperative. In a world of an accelerating pace of change — the knowledge explosion and the technological revolution — learning must be a lifelong process, and the most critical competence required of all citizens is that of self-directed learning. Most particularly, we cannot afford to enter the 21st century with twenty percent of our citizens being functionally illiterate. To survive, much less thrive, in the future, we must become a learning society.

***—Malcolm Knowles***

*Professor Emeritus, Adult and Community College Education, North Carolina State University*

## ADULTS AS LEARNERS

Review by Carol Goertzel, Director LSH Women's Program

***I believe the single most important goal for educators at all levels and in all agencies of the learning society is the development of lifelong learners who possess the basic skills for learning plus the motivation to pursue a variety of learning interests throughout their lives.***

***—K. Patricia Cross***

The purpose of *Adults as Learners* is to address issues of adult learner recruitment and participation, barriers to learning, and patterns of learning and effective facilitation. Extensive research is utilized in the depiction of learners and learning processes. While the focus of concern is continuing education on a college level, the information is also applicable to the development of adult basic education programs. The text is practice oriented with thoughtful implications for recruitment, scheduling, orientation of course work, and fostering successful learning experiences.

Patricia Cross, a distinguished educational scientist, is professor at the Harvard Graduate School of Education and past president of the American Association of Higher Education. Cross has conducted research for the Educational Testing Service in Berkeley, California and served as dean of women at the University of Illinois and as dean of students at Cornell. A graduate of Illinois State University, Cross received a masters' degree in psychology and a PhD in social psychology from the University of Illinois. She brings a rich background of experience to her study of adults as learners.

This classic study of the individual learner in a learning society alerts us to facts that are as pertinent today as when the book was published in 1981: 1) those who are more educated seek more education and participate in more learning activities so that "the gap between the well-educated and the poorly educated is growing rather that narrowing;" 2) women constitute a growing population among adult learners, and 3) adult learners seek programs that meet their need for learning related to employment, their need for flexible scheduling, their need for learning to be related to their lives. Cross warns that the recruitment of learners with negative school experience and low self-confidence and low self-esteem who are readers with less than a high school education is a serious societal concern.

Careful study of *Adults as Learners* should lead literacy educators to critical reflections on practice *and* on research as it relates to adult literacy. There is an insightful discussion about the wide use of self-directed learning and an analysis of adult learning styles that have implications for adult student motivation and adult teacher methodology. The discussion of Maslow's hierarchy of needs leads us to ponder what adult education needs to include for students at all levels of personal development to participate. The need to develop self-esteem and a non-threatening learning situation appears to be central to participation and continuation in adult education. Research indicates that most adults voluntarily undertake a learning project to solve a problem. Acknowledgement of this fact would lead to an emphasis on problem-solving and critical-thinking skills as crucial to adult students, thereby increasing program relevance and student retention.

While *Adults as Learners* provides extensive information about prospective learners of different socio-economic backgrounds, it does not discuss implications related to the clear need for comprehensive multi-issue education programs; emphasis on development of self-esteem; need for non-traditional classroom methods; and the role of community-based organizations which do not have the negative impact of a school setting. Learning needs to be a positive, engaging, relevant, and confidence-building experience for high-school drop-outs.

As educators committed to a learning society with greater equal opportunity, our mandate is to learn the patterns of participation and barriers and design programs that meet the needs of adult students of all backgrounds. Teaching basic skills is not enough. A thirst for and appreciation of lifelong learning, as a positive experience that adds breadth to knowledge in a way that is relevant, needs to be created.

Cross has completed a research-based exploration of adults as learners that is pertinent to adult literacy. The issues discussed are contemporary and important to future planning. I would highly recommend *Adults as Learners* to ABE and literacy education administrators, recruiters, teacher supervisors, and anyone involved in planning programs for the adult student of today.

Cross, K. P. Adults as learners. San Francisco, CA: Jossey-Bass, 1981.

## *UNDERSTANDING AND FACILITATING ADULT LEARNING*

[Winner of the 1986 Cyril Houle World Award for Literature in Adult Education]

Review by Evelyn H. Nunes, Virginia Commonwealth University

Since its first publication in 1986, Stephen D. Brookfield's *Understanding and Facilitating Adult Learning* has become a best-seller in adult education. In a field where research has not kept pace with practice and changing adult needs, there is a demand for a work that is critical and practical, yet thoughtful and philosophical. In this respect, the book is outstanding.

Brookfield's main purpose is "to review a range of practice settings in which educators and trainers of adults attempt to facilitate learning and to identify elements of effective practice that illustrate the concept of facilitation."

Brookfield's graduate and post-graduate studies in adult education, modern social and cultural studies from the University of Leicester, the University of London, and the University of Nottingham, as well as his position as associate professor of adult and continuing education and associate director of the Center for Adult Education at Teachers College, Columbia University, provide a rich background for the book.

In a style that is formal and direct, Brookfield provides readers with a perspective of the theoretical framework of adult education, current adult education and training programs, and what he would like them to be. He examines and analyzes common practices and approaches to adult learning.

Key aspects are discussed cogently: the adult learner's motives for learning, how adults learn, the educator's/resource person's role in facilitating adult learning and methodologies used, the confusion regarding the concept of andragogy, curriculum development, and the evaluation of learning and its facilitation. He includes case studies to illustrate his point. The book ends with a section on guidelines for good practice in facilitating learning.

Although *Understanding and Facilitating Adult Learning* is listed in this *Guide* as a resource under "Adults as Learners" category, the information, observation, analysis, suggestions and research findings contained in the book provide rich materials for those interested in various concerns in adult education: administration and management, instruction, philosophy, principles and techniques, staff development and evaluation.

Brookfield's critique of adult educational programs and current practices results in a book that is constructive by design. He identifies methods that are effective in formal and informal settings of adult learning. He offers suggestions as to how to structure programs and how to assess their effectiveness, and cautions against using one kind of program regardless of situation and/or need. Brookfield underscores the idea that those engaged in adult education should understand the nature of adult learners. Second, educators should view their roles more as resource persons/facilitators of adult learning than as teachers of adult students. Third, the teaching-learning transactions are complex, multifaceted, and "occur in every setting imaginable." Fourth, educators should assist in the self-actualization of adults by structuring programs around learners' needs and abilities.

***The aim of facilitation is the nurturing of self-directed, empowered adults. Such adults will see themselves as proactive, initiating individuals engaged in a continuous re-creation of their personal relationships, work worlds, and social circumstances rather than as reactive individuals, buffeted by uncontrollable forces of circumstances.***

***—Stephen D. Brookfield***

Brookfield's concept of facilitation is prescriptive, but because *Understanding and Facilitating Adult Learning* is resource-, research-, and practice-oriented all rolled into one, in large measure, it takes an empowerment approach. Besides the above-mentioned, an added strength of the book is its survey of research done over the past twenty-five years dealing with relevant aspects of adult education, i.e. adults as learners, self-directed learning, and evaluation.

In *Understanding and Facilitating Adult Learning*, Brookfield has succeeded in producing a classic. It is a thought-provoking, well-researched work that adult education practitioners, graduate students and literacy providers alike will find invaluable. It is an *excellent* resource, a major contribution toward understanding adults as learners and the role of educators as facilitators of learning.

**Brookfield, S. D. Understanding and facilitating adult learning. San Francisco, CA: Jossey-Bass, 1986.**

**TITLE: CRAFT OF TEACHING ADULTS, THE** YEAR: 1988
EDITORS: Barer-Stein, T. & Draper, J.
AVAILABLE FROM: Culture Concepts

COMPONENTS: Book

SUB-CATEGORIES: ADULT LEARNING THEORIES; MOTIVATION FOR LEARNING AND PARTICIPATION; PSYCHOLOGICAL DIMENSION OF ADULT LEARNING

AREAS OF STRENGTH: Sensitive to group differences;
Encourages critical reflection on practice

CLASSIC

Practice Oriented

COMMENTS: This book emphasizes a holistic approach to teaching adults. Though not specifically directed to literacy education, the contributions by outstanding Canadian authors (Roby Kidd, Alan Thomas, James Draper ) make it a book worth reading by anyone in adult education. A "Practitioner's Summary" introduces each chapter, and key points are boxed for emphasis.

**TITLE: DEVELOPING CRITICAL THINKERS** YEAR: 1987
AUTHOR: Brookfield, S.
AVAILABLE FROM: Jossey-Bass

COMPONENTS: Book

SUB-CATEGORIES: ADULT LEARNING THEORIES, STYLES, PROCESSES AND STRATEGIES; MOTIVIATION FOR LEARNING

AREAS OF STRENGTH: Encourages critical reflection on practice;
Identifies future directions

Empowerment Approach
Research Approach
Practice Oriented

CURRENT

COMMENTS: Excellent guide for developing adults' skills not only in academics but in their personal relationships, workplaces, political involvements, and in responses to the media. A variety of methods, techniques, and approaches are offered. Applicable for anyone who works with adults at any level.

**TITLE: ENHANCING ADULT MOTIVATION TO LEARN** YEAR: 1986
AUTHOR: Wlodkowski, R. J.
AVAILABLE FROM: Jossey-Bass

COMPONENTS: Book

SUB-CATEGORIES: INSTRUCTIONAL STRATEGIES; MOTIVATION FOR LEARNING AND PARTICIPATION; CLASSROOM MANAGEMENT

AREAS OF STRENGTH: Theoretical research bases supported;
Coherent, well written

Prescriptive Approach
Research Approach
Practice Oriented

CURRENT

COMMENTS: Wlodkowski divides the instructional process into three broad phases and presents 59 specific motivational strategies associated with these phases. While it clearly does not take an empowerment approach, it offers ideas for anyone who has struggled with stimulating student involvement in learning. It's not deeply embedded in adult education theory but is based in educational psychology theory and practice with adults.

**TITLE: HELPING ADULTS LEARN** YEAR: 1987
AUTHOR: Knox, A.
AVAILABLE FROM: Jossey-Bass

COMPONENTS: Book

SUB-CATEGORIES: CURRICULUM DEVELOPMENT; CLASSROOM MANAGEMENT; HUMANISTIC INSTRUCTION

AREAS OF STRENGTH: Encourages critical reflection on practice; Identifies future directions

CLASSIC

Practice Oriented

COMMENTS: This text provides an excellent overview of teaching adults from the perspective of managing the teaching/learning interaction. There are many good questions for literacy tutors, teachers, and administrators or any adult educator to reflect upon. Especially helpful for small-group staff training.

**TITLE: HOW ADULTS LEARN** YEAR: 1973
AUTHOR: Kidd, J. R.
AVAILABLE FROM: Prentice-Hall-Regents (Follett)

COMPONENTS: Book

SUB-CATEGORIES: ADULT LEARNING THEORY AND PRINCIPLES; LEARNING STYLES, PROCESSES AND STRATEGIES

AREAS OF STRENGTH: Theoretical bases supported; Encourages critical reflection on practice

Empowerment Approach

CLASSIC

Practice Oriented

COMMENTS: This book was originally written and published in 1959 by an adult education practitioner as a guide for other practitioners. It has become an international favorite for its scholarly yet "upbeat" analysis of adult learning, adult learners and the interactive process of facilitating learning. As Kidd informs us: "*Being and becoming* are not only what living is about, but also the chief object of learning."

**TITLE: LEARNER CENTERED CURRICULUM, THE** YEAR: 1988
AUTHOR: Nunan, D.
AVAILABLE FROM: Cambridge University Press

COMPONENTS: Book

SUB-CATEGORIES: CRITICAL THINKING; ADULT LEARNING THEORIES; DIVERSE POPULATIONS; CURRICULUM DEVELOPMENT

AREAS OF STRENGTH: Displays sensitivity and respect for individual and group differences

Empowerment Approach
Research Approach

CURRENT

Practice Oriented

COMMENTS: This book reports on what language teachers focus on in planning, implementing and evaluating language courses. Emphasizing the importance of general education research in developing language curricula, the author synthesises theoretical models and recent empirical studies to arrive at the concept of a negotiated course of study, arrived at collaboratively by teachers and learners.

**TITLE: LEARNING AND REALITY** YEAR: 1989
AUTHORS: Fellenz, R.A. & Conti, G.

AVAILABLE FROM: ERIC

COMPONENTS: Information Paper #336

SUB-CATEGORIES: LEARNING STRATEGIES; PARTICIPATORY RESEARCH; EMPOWERING ADULT LEARNERS

AREAS OF STRENGTH: Imparts new research; Promotes expansion of reader's horizons

CURRENT

Empowerment Approach
Practice Oriented

COMMENTS: This resource is research-oriented but will be quite useful to the literacy educator who wants to know the most current trends in thinking and research about adult learning. It introduces a more sociological and action-oriented perspective than many of the classic references on adult learning. It also includes a good overview of participatory research and action research strategies that adult educators can use to empower adult students.

**TITLE: MANY LITERACIES** YEAR: 1990
AUTHOR: Gillespie, M.
AVAILABLE FROM: Amherst Center for International Education, University of Massachusetts

COMPONENTS: Guidebook

SUB-CATEGORIES: INSTRUCTIONAL STRATEGIES; SOCIAL CONTEXT; PROCESS WRITING

AREAS OF STRENGTH: Imparts new research relevant to adult literacy; Coherent, well written

CURRENT

Empowerment Approach
Research Approach
Practice Oriented

COMMENTS: This excellent, practical guidebook for teachers, tutors and students combines recent research in literacy with direct application to instruction. It situates literacy learning within a socio-linguistic context and provides many useful ideas for working with beginning readers and writers. Both practical and theoretical, this guidebook smoothes the way for developing a learner-centered approach to literacy instruction.

**TITLE: WHAT DO TEACHERS OF ADULTS NEED TO KNOW?** YEAR: 1988
AUTHOR: Whiting, S., Guglielmino, L. & Burrichter, A.
AVAILABLE FROM: Clearinghouse on Adult Education & Literacy

COMPONENTS: Book

SUB-CATEGORIES: ADULT DEVELOPMENT; LEARNING STYLES, PROCESSES AND STRATEGIES; CRITICAL THINKING

AREAS OF STRENGTH: Theoretically based but not heavily technical; Coherent, well written

CLASSIC

Empowerment Approach
Practice Oriented

COMMENTS: Developed as a project of the Adult Education Office of Florida Atlantic University, this summary of perspectives on adult development and learning book covers Maslow, Rogers, Kohlberg, Nelsen, Erikson, Levinson, and Piaget. What do teachers of adults need to know? This — and a lot more!

# INTRODUCTION TO DIVERSE POPULATIONS

*What do I do to get my students interested in books about people from their own cultural group and other cultures? I know they would like to read some of these books, but I don't know what to do.*
**Adult Literacy Instructor**

*I like these books because they are colorful and rich--like Spanish people. The story is about a Puerto Rican boy, and the people look Spanish.*
**Puerto Rican Parent—Learner**

*I really like it when the teacher brings in stories about things like baseball, especially the black players.*
**African-American Adult Learner**

While these three quotations initially appear to represent different sides of the coin, in fact they are simply images of the same side. The first image projects the problems faced by many adult literacy instructors who are attempting to develop culturally appropriate and significant curricula and who are becoming increasingly perplexed when students do not immediately respond to the materials. The image in the second and third quotations contains the cultural goals and legacy to which some adult literacy learners seek access and which they can only achieve through effective literacy instruction. The missing link between both images is the need for dialogue between the teacher and adult learners to determine which materials are interesting to learners, which approaches are appropriate to integrate into instruction, and how instruction can be made sensitive to their cultural and social histories.

Issues of cultural diversity, multicultural education, and cultural infusion into the curriculum have resurfaced as critical areas of practice, research and policy for K-12 educational settings. However, most of the debates about the importance and relevance of these issues have continued, by and large, to elude discussions in adult literacy. As images in the quotations suggest, an emphasis on instructional sensitivity to the social and cultural histories of adult learners must be an imperative for literacy instruction and learning, but the actual development and implementation of an effective program may be a highly intensive activity.

Respect for the knowledge and experiences that adults bring to the classroom is not separate from understanding the cultural and social histories with which they enter. Instruction must enable the learner and instructor to build mutual understanding about cultural issues. It requires that instructors be willing to step outside traditional ways of looking at instruction..often outside of their own experiences. Responsive and relevant instruction is not simply limited to the inclusion of a few books about different cultures but must also examine the range of cultural and social domains that define the lives and experiences of the family units and communities of learners.

As is true of all major efforts in education, culturally sensitive instruction is no easy task. However, when we consider the multiple contexts for learning, we are forced to think critically about the nature and quality of curricula, to expand on our notions about how to present information to people sharing common experiences (many of which may be vastly different from our own), and to reshape the way we approach the very nature of teaching. We will need to weigh the problems that learners from diverse backgrounds experience in seeking access to literacy (from program to program) and in using that literacy in various contexts and for different purposes, e.g. at home, at work, or to find work.

Discussions about cultural diversity, multicultural education, and cultural infusion must become a part of the conversations in adult literacy. The resources in this section are a first step in giving an authentic voice to the issues faced in developing integrative approaches to teaching diverse learners and reconciling the different images of the coin.

***—Vivian L. Gadsden***
*Associate Director, National Center for Adult Literacy*

## SERVING CULTURALLY DIVERSE POPULATIONS

Review by Phyllis Cunningham, Northern Illinois University

***Thus we can carry on in the tradition of Alain Locke, an African-American famous for his contribution to the Harlem Renaissance but less well known as a founding member of the American Association for Adult Education (AAAE) who called for the democratic widening of all sorts of educational opportunities and experiences for more and more people as an essential aim of adult education.***

***—Ross-Gordon, Martin & Briscoe***

If you work with learners who are culturally different from you, this book is one of your best inexpensive resources. *Serving Culturally Diverse Populations* is edited by three African-American professors who, along with four other authors write in an informed, non-patronizing way about "diverse populations." All authors are experienced and write, for the most part, in a comprehensive and substantive manner. Clearly they have had practical experience with their subject matter.

Theoretical perspectives are included and most are described in an easily understood manner and throw light on practice. Thankfully, all generally avoid the language of deficit in talking about learners and provide contextual as well as psychological explanations of what is going on in learning situations. Basically it's a practical book and its strongest point is that it provides information which helps one to understand the complexities of cultural differences.

There are chapters on adult literacy, higher education, cultural issues in the workplace, self-reliance initiatives, parent education, community education and popular education. A general introduction provides facts and theories on the participation in adult education by various cultural groups. The conclusion provides a synopsis of what these authors say about barriers to participation, effective programming and becoming a more effective practitioner.

Unfortunately, nothing is said about historic black colleges and very little about tribal colleges or Native Americans. The chapter on community education tends to generality and persons wanting to know about the role of the church and voluntary associations will have to look elsewhere. On the other hand, a strength is that the book provides a wide variety of approaches including prescriptive as well as empowerment models.

*Serving Culturally Diverse Populations* is indeed a resource book. It is readable, packed with information, and could be the subject of in-service or pre-service training programs. Chapters Two, Three and Four on adult literacy, the work force and higher education provide structural explanations for why cultural diversity presents such complex problems. The chapter on popular education provides an example of transferring a strategy from Latin America to community-based programs in North America.

Chapter Five illustrates the versatility of recent immigrants (the Hmong) in organizing their own educational program. In North America, these two examples provide the practitioner with approaches on how to create alliances with learners from different cultures in order that both can provide a stronger literacy program.

Chapters Six and Seven discuss community-oriented programs for culturally diverse groups. Nardine does a nice job of discussing parent education from its early roots in the 1900's when parent education arose because of fear of the demise of cultural homogeneity. The new faces of parent education through the sixties and into the nineties provide a historical perspective for today's innovations.

Briscoe divides community education into the comprehensive and the school-based (Flint, Michigan) models and gives examples of each. The community-based education model is discussed also in the Popular Education chapter but neither Jorge or Briscoe mentions the Association of Community Based Education (1806 Vernon Street, NW Washington DC 20009) which provides assistance and help to educators working with this model.

I give this book "two thumbs up" for the variety and quality of its contents.

Ross-Gordon, J., Martin, L.G. & Briscoe, D. B. (Eds.). Serving culturally diverse populations. San Francisco, CA: Jossey-Bass, 1990.

## *WOMEN'S WAY OF KNOWING*

Review by Barbara Rich, Scientists' Institute for Public Information

*Women's Way of Knowing: The Development of Self, Voice and Mind* is about thinking and knowing. Belenky, Clinchy, Goldberger and Tarule use the voices of over one hundred women to explain and describe women's sense of voice and its influence on self and knowledge. Thereby, the authors tell a story of empowerment and transformation in women's development.

In the background section of the book, the authors explain that, as psychologists, they were concerned about, "Why women students speak so frequently of problems and gaps in their learning ... that for many women the 'real' and valued lessons learned did not necessarily grow out of their academic work, but in relationships with friends, teachers, life crises and community involvement." A five-year project, resulting in the publication of this book, emerged from that original concern.

Using a phenomenological approach and drawing on the work of Gilligan and Perry (among others), the authors move the reader through five epistemological perspectives from which the women come to *know*: silence, received knowledge, subjective knowledge, procedural knowledge and constructed knowledge.

In the first section of the book, *Ways of Knowing*, the authors argue that women in silence perceive themselves as voiceless and dependent on authority (external) for direction; women who are receivers of knowledge see themselves capable of receiving and even reproducing knowledge from external authority, but are not creators of knowledge; women involved in procedural knowledge develop processes to obtain and communicate knowledge through objectivity; women who are constructionists see all knowledge as contextual and see themselves as creators of knowledge.

Using the discussion of these perspectives as a framework, the second section of this book, *Development in Context: Families and Schools*, details the family lives of women in each of the epistemological perspectives. One is struck by the similarities (as told in women's voices) of the family histories. It is here that one can begin to see how the context of these women's lives has defined their development and thinking process.

***All knowledge is constructed, and the knower is an intimate party of the known ... To see all knowledge is a construction and that truth is a matter of context in which it is embedded is to greatly expand the possibilities of how to think about anything, even those things we consider to be the most elementary and obvious.***

—Belenky, Clinchy, Goldberger, & Tarule

The last two chapters in *Women's Way of Knowing* are devoted to educational practices within institutions and with the concept of connected teaching and teachers. The authors open the chapter with a quote: "A better understanding of women's experience would permit, even force, a far reaching revision of the broader fields of higher education and intellectual life in the United States." (Patricia Palmieri). What is being suggested, of course, is another perspective on education and teaching, a legitimization of womens' ways of knowing.

In connected teaching, the teacher moves away from what Friere calls the "banking method" to a teaching-learning situation where the teacher looks at knowledge through the student's eyes and helps move the student to independent thinking. The authors state that "connected teachers are believers. They trust their students' thinking and encourage them to expand it" (p. 227).

For adult learners and adult educators alike, this book brings a focus for discussion and exploration. It is a study in human development and an intriguing work on womens' socialization ... both of which are essential components within adult education and adult learning.

Belenky, M. F., Clinchy, B. M., Goldberger, N. R., & Tarule, J. M. (1986). Women's way of knowing: The development of self, voice, and mind. New York: Basic Press, 1986.

***TITLE: ABE AND GED PROGRAMS FOR DISABLED ADULTS: A HANDBOOK*** YEAR: 1990
EDITOR: Staff
AVAILABLE FROM: Free Library of Philadelphia

COMPONENTS: Tutor Handbook

SUB-CATEGORIES: INSTRUCTIONAL STRATEGIES

AREAS OF STRENGTH: Different slant on tutoring techniques;
Respects individual differences

Prescriptive Approach
CURRENT Practice Oriented

COMMENTS: This 29-page handbook contains seven chapters which give specific suggestions on how to tutor adults with Hearing Acuity Problems, Visual Impairments, Deaf Blindness, Speech and Language Impairments, Learning Disabilities, Orthopedic Impairments, and Epilepsy. Each chapter gives an overview of behavior that indicates the learner needs to be taught in a different mannoer or accommodated -- taking into consideration their disability. "A valuable resource for the adult educator instructing adults with a wide variety of disabilities." *William R. Langner*

***TITLE: ADULT EDUCATION IN A MULTICULTURAL SOCIETY*** YEAR: 1990
EDITOR: Cassara, B.
AVAILABLE FROM: Routledge

COMPONENTS: Compilation of Essays

SUB-CATEGORIES: POLITICS; INSTRUCTIONAL STRATEGIES; SOCIAL CONTEXT

AREAS OF STRENGTH: Expands the reader's horizon;
Sensitive to individual and group differences

Empowerment Approach
Research Approach
CURRENT Practice Oriented

COMMENTS: Eleven essays by adult educators and policy makers provide insights and information about new methods and innovative projects for working with ethnic minorities in basic literacy and at the university, professional, and vocational level. This book provides an historical overview of some of the largest ethnic minorities in the United States and analyzes some of the issues raised by pluralism and linguistic diversity.

***TITLE: IN A DIFFERENT VOICE*** YEAR: 1989
AUTHORS: Gilligan, C.
AVAILABLE FROM: Harvard University Press

COMPONENTS: Book

SUB-CATEGORIES: SOCIAL CONTEXT; ADULTS AS LEARNERS

AREAS OF STRENGTH: Deals with contemporary issues; Displays sensitivity
and respect for individual and group differences

Empowerment Approach
CLASSIC Research Approach

COMMENTS: A classic discussion of the ways in which women learn best with a discussion of hidden sexism in the teaching methods frequently utilized in the classroom. "Easy-to-read, and very good, especially for many teachers whose clasrooms include women returning to school. *Carol Goertzel*

***TITLE: LANGUAGE IN CULTURE AND CONTEXT*** YEAR: 19
AUTHOR: Wallerstein, N.
AVAILABLE FROM: Addiston-Wesley

COMPONENTS: Book

SUB-CATEGORIES: SOCIAL CONTEXT; INSTRUCTIONAL STRATEGIES;
PHILOSOPHY

AREAS OF STRENGTH: Based on research; Encourages critical
reflection on practice

Empowerment Approach
Research Approach
Practice Oriented

CURRENT

COMMENTS: "*Language in Culture and Context* is an essential text for any ESL program with immigrants and refugees. It is a primer on the problem-posing approach, adapting the work of Paolo Freire to the ESL classroom in the United States. *L. Balliro*

***TITLE: TEACHING ADULTS WITH LEARNING DISABILITIES*** YEAR: 1989
AUTHOR: Palomar, M.
AVAILABLE FROM: Albany Educational TV

COMPONENTS: Videotape & Guide

SUB-CATEGORIES: INSTRUCTIONAL STRATEGIES; ADMINISTRATION & MANAGEMENT;
STAFF DEVELOPMENT

AREAS OF STRENGTH: Demonstrates current practice
based on research

Prescriptive Approach
Empowerment Approach
Research Approach
Practice Oriented

CURRENT

COMMENTS: This staff development two-part videotape and guide for adult educators was designed to help teachers meet the special instructional needs of adults with learning disabilities. Strategies are demonstrated by teachers on location in actual adult education classes.

***TITLE: TEACHING CULTURE*** YEAR: 1988
AUTHOR: Seelye, H. N.
AVAILABLE FROM: National Textbook Company

COMPONENTS: Book

SUB-CATEGORIES: INSTRUCTIONAL STRATEGIES; ADMINISTRATION & MANAGEMENT;
STAFF DEVELOPMENT

AREAS OF STRENGTH: Demonstrates current practice
based on research

Prescriptive Approach
Empowerment Approach
Research Approach
Practice Oriented

CURRENT

COMMENTS: This staff development two-part videotape and guide for adult educators was designed to help teachers meet the special instructional needs of adults with learning disabilities. Strategies are demonstrated by teachers on location in actual adult education classes.

***TITLE: TIC TAC TOE MATH*** YEAR: 1988
AUTHOR: Cooper, R.
AVAILABLE FROM: Learning Disabilities Resources

COMPONENTS: BOOK

SUB-CATEGORY: MATH; CURRICULUM DEVELOPMENT

AREAS OF STRENGTH: Clear organization of content

CURRENT:

Prescriptive Approach
Practice Oriented

COMMENTS: This is an innovative way to teach multiplication and long division to students who have difficulty learning the multiplication tables. It uses two simple rules and visual patterns to contruct not only the times tables one through nine but also the times tables for every number one through infinity. It is an alternative method ideal for students who cannot memorize.

***TITLE: UNDERSTANDING READING DISABILITY: A CASE STUDY APPROACH*** YEAR: 1985
AUTHOR: Johnson, P.
AVAILABLE FROM: Harvard Educational Review, Vol. 5 (2).

COMPONENTS: Journal Article

SUB-CATEGORIES: ADULTS AS LEARNERS; PSYCHOLOGICAL DIMENSIONS OF ADULT LEARNING

AREAS OF STRENGTH: Provides excellent example of case study research

CURRENT

Empowerment Approach
Research Approach
Practice Oriented

COMMENTS: Johnson's article describes the reading behavior of low-literate adults as meaningful behavior with social and psychological contexts. He takes into account the adult's past history, current goals, attributes, and level of motivation, using this as the context for understanding reading strategies and difficulties. The article provides a clearly developed rationale for the use of case-study methodology in adult reading research.

***TITLE: WAYS WITH WORDS*** YEAR: 1983
AUTHOR: Heath, S.B.
AVAILABLE FROM: Cambridge University Press

COMPONENTS: Book

SUB-CATEGORY: SOCIAL CONTEXT

AREAS OF STRENGTH: Well-written examination of often overlooked literacy issues

CLASSIC

Empowerment Approach
Research Approach

COMMENTS: This book provides a fascinating ethnographic study of the roles of language and literacy in variouscultural communities. It is especially useful because it points out the differing degrees of "fit" between the role of "words" in these different communities and their role in schools. Oral and written traditions are described in the context of cultural differences.

## *INTRODUCTION TO EVALUATION*

A commonly overlooked aspect of program management in adult literacy programs is evaluation. One reason is that many program managers see evaluation as coming from the "outside" and a nuisance that has to be experienced every so often to placate funders and skeptics. This perception is not unwarranted since, in many cases, funders and policy makers rarely see the advantage of program evaluation for local program change or benefit but rather as a means to justify their investment in a "successful" program.

Both of these perceptions add to misconceptions about program evaluation. Practitioners who assesses learners with instruments that are not necessarily related to instructional methods used but rather to outcomes deemed important to funders or politicians can seriously underestimate program effects. Subsequently, the funder has a false perception of what really is going on in the program by misinterpreting test scores, grade-level improvements and other progress measures.

Therefore, in order to be beneficial, program evaluations should be useful to local programs and as such, local programs should become more involved in the process. Evaluations that document interventions such as instructional activities, recruitment campaigns can be used at both the program and learner level.

At the program level, evaluations could provide useful information about the implementation of activities (characteristics, frequency and duration), timelines and reasons why certain activities were not carried out as planned. In many cases, there are good reasons why certain implementation tasks are not carried out. When viewed from this perspective, it is clear that implementation (formative) evaluations could provide information to programs in a manner that can be useful to them in determining modifications or in eliminating particular strategies or interventions.

At the learner level, programs need some type of baseline data about learners, whether they are based on anecdotal information, initial goals, literacy habits, attitudes, portfolio of accomplishments, pre-test scores, etc. These measures of progress should be updated regularly over time. If this is done, program staff will have ongoing measures of learner progress that can be used to track critical periods of success that might be related to some period of time or special intervention. Additionally, the most recent measure of progress could be used as a proxy for post-test data in the event that learners leave unexpectedly.

If program staff view evaluation in this manner, they will have their fingers on the pulse of their program. When local literacy programs carefully monitor activities and maintain updated records on the successes and failures of these activities, they have set the parameters of the evaluation. They will not be in for surprises when evaluation results are interpreted. In fact, good program managers are the first (not the last) to know when their programs are successful or not.

***—Ronald W. Solórzano***

*Educational Testing Service (ETS), Pasadena Office*

# *ACADEMIC ASSESSMENT AND REMEDIATION OF ADULTS WITH LEARNING DISABILITIES:*

A Resource Guide for Adult Basic Education Teachers

Review by Jovita M. Ross-Gordon, The Pennsylvania State University

ERIC Document Reproduction Service ED:

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|---|---|
| 285 351 | Description and Definition of Learning Disabilities. |
| 285 352 | Appraisal and Assessment of Learning Disabilities |
| 285 353 | Assessment and Remediation of Oral Language |
| 285 354 | Assessment and Remediation of Written Language |
| 285 355 | Assessment and Remediation of Reading |
| 285 356 | Assessment and Remediation of Mathematics |
| 285 357 | Occupational and Career Information |

This seven-part series was produced as part of a 310 project sponsored by the Clarke County Board of Education in Athens, Georgia. The manuals' purpose was to provide adult basic education (ABE) teachers a means of assessing which of their students might be learning disabled and identifying effective instructional strategies keyed to student strengths and weaknesses. It is also a useful reference tool for ABE practitioners seeking to develop skills in individualized teaching.

The authors, Dr. Hoy and Dr. Gregg, were employed as assistant professors of special education at the University of Georgia at the time they wrote the series, with Dr. Gregg also acting as director of the adult diagnostic clinic. Both received their doctorates in Learning Disabilities (LD) from Northwestern University and their experience with college-age learning-disabled individuals is evident. The series also benefits from the input of adult basic educators, including the project director, Janie Rodgers, who helped shape the manuals into useful tools with real-life examples drawn from ABE practice.

While making it clear that the diagnosis of a learning disability, particularly with regard to assessment of mental ability, is beyond the training of most ABE teachers, the authors provide background information, informal assessment tasks, instructional strategies, resources lists and bibliographies that can help ABE teachers address LD adults' strengths and weaknesses.

*Description and Definition of Learning Disabilities* uses seven case studies to identify areas of performance in which learning disabilities are likely to be observed and to reveal the multiple aspects of adult life which may be affected by learning disabilities. The authors discuss difficulties with cognitive processing, such as perceptual problems, attention, memory, symbolization, conceptualization, and metacognition disorders, and illustrate learning strengths and weaknesses. This first manual provides ABE teachers who will be using the series with an essential introduction to LD language and concepts.

*Appraisal and Assessment of Learning Disabilities* introduces assessment as an ongoing process. It explains the role of observations, student interviews, and informal assessment tasks that the ABE teacher may employ as a complement to the formal testing necessary to determine a learning disability. The manual details the ability and performance profiles of three other groups who may be confused with the learning disabled: the slow learner, the retarded and the culturally deprived student.

Throughout this discourse, Hoy and Gregg stress the importance of using analysis of performance, including error patterns, to glean insight into possible instructional and learning strategies. A list of instruments is given for each major category of assessment, including tools the ABE teacher might use and those that might be included in evaluation reports from diagnostic experts.

The *Occupational and Career Information* Manual provides an often neglected look at the implications of learning disabilities for job performance, including a number of behavioral characteristics related to language and social perceptual difficulties that might create workplace problems. Strategies for finding a job, making applications, interviewing, and surviving on the job are outlined.

The five remaining manuals focus on mathematics, written language (including spelling), oral language, and reading. Each presents a range of specific problems, followed by informal assessment tasks and a starter list of instructional strategies. Each manual has an extended bibliography and list of appropriate materials. The audience for these manuals is clearly the ABE teacher. But while these materials acknowledge the special demands of adult life, their approach is taken from the clinical prescriptive model associated with special education, and the bibliographies and related materials are not specific to adults.

This series makes a unique contribution by providing a scholarly yet readable discussion of learning disabilities and numerous strategies for identifying and remediating learning problems. The strategies included are so varied and useful that even students who are not learning disabled, but who process information in non-standard ways, are likely to benefit from their teacher's ability to apply the knowledge and skills offered.

**Hoy, C.A., & Gregg, K.N. Academic assessment and remediation of adults with learning disabilities. Columbus, OH: ERIC Document Reproduction Service, 1984.**

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## *ADULT LITERACY EDUCATION: Program Evaluation & Learner Assessment*

Review by Steve Reuys, Adult Literacy Resource Institute

Program evaluation and learner assessment have not traditionally been topics to liven the pulse of adult literacy practitioners. But that *should* change! In the ERIC monograph, *Adult Literacy Education: Program Evaluation and Learner Assessment*, Susan Lytle and Marcie Wolfe argue that evaluation and assessment are too important to be left to outside consultants and test developers. To make the current literature in this field accessible to practitioners, they have reviewed some 131 items and compiled the information into a mammoth bowlful of nutshells. Their summaries of specific writings and broad topics manage to touch on virtually every important issue regarding adult literacy, program evaluation, and learner assessment.

Lytle, the Associate Director of the Literacy Research Center at the University of Pennsylvania, coordinates the Adult Literacy Evaluation Project, which links work on participatory assessment with research on adult literacy development. Wolfe, Director of Adult Programs at the Institute of Literacy Studies, Lehman College, City University of New York, heads the Adult Education Development Project, which is looking at alternative approaches to learner assessment. Each author has one foot in the world of direct-service literacy programs and another in the world of research. They have drawn well from both worlds to produce a document that should be of interest to all adult literacy "stakeholders" (learners, staff, fundraisers, etc.).

Lytle and Wolfe provide us with three literature searches in one document. The first presents "contrasting perspectives on adult literacy education," the second looks at program evaluation, and the third deals with learner assessment. One of the report's strengths is the way in which it situates each of these areas within the context of the other two and demonstrates that neither program evaluation nor learner assessment can be thought about without the other, or without a more general grounding within some view or perspective on adult literacy and literacy education.

The first section explores the three concerns implicit in the term *adult literacy education*: "adults as learners"; differing "concepts of literacy" (namely, literacy as skills, literacy as tasks, literacy as practices, and literacy as critical reflection); and pertinent "educational contexts," such as the different types of literacy programs and the various roles of teacher and learner.

The second section surveys some of the different resources that are available to people thinking about conducting an adult literacy program evaluation (specific policy studies, handbooks, surveys of programs, and specific self-evaluation instruments). It describes four interesting examples of recent literacy program evaluations. The third section considers four major approaches to literacy assessment: standardized testing, materials-based assessment, competency-based assessment, and participatory assessment.

***Evaluation and assessment are therefore political because they involve choices about focus, procedure, and criteria, made by program staff, learners, sponsoring agencies, funders, and policy makers.***

***—Lytle & Wolfe***

While the review is scrupulously fair in summarizing various views and issues, the perspective of the authors does emerge. They emphasize context, qualitative review, participatory process, and multiple perspectives rather than experimental method, quantitative results, outsider perspective, and reliance on "experts." The authors clearly encourage broad participatory approaches to evaluation and assessment and call for teachers *and* learners to become active in these areas.

Lytle and Wolfe urge that learner assessment and program evaluation become integrated into the day-to-day operations of a program, involve many categories of "stakeholders," and use a wide variety of methods to capture a wide range of outcomes. And, since any approach to evaluation or assessment is derived from some set of assumptions regarding literacy and literacy education, they urge that practitioners both acknowledge and question those assumptions.

To achieve what this study does in breadth and comprehensiveness, it must, of necessity, sacrifice something in terms of depth. While an occasional summary is not successful, and people new to the field may at times find comprehension dependent on prior knowledge, I believe all readers interested in these issues will come to find most of this review quite comprehensible, thought-provoking, and most helpful.

Lytle, S. L., & Wolfe, M. Adult literacy education: Program evaluation and learner assessment. ERIC Information Paper No. 338. Columbus, OH: Clearinghouse on Adult, Career, and Vocational Education, 1989.

**TITLE: ERRORS & EXPECTATIONS: A GUIDE FOR THE TEACHER OF BASIC WRITING** YEAR: 1977
AUTHOR: Shaughnessy, M.
AVAILABLE FROM: Oxford University Press

COMPONENTS: Book

SUB-CATEGORY: WRITING

AREAS OF STRENGTH: Sensitivity, understanding and respect
for the individual learner

Prescriptive Approach
Empowerment Approach
Practice Oriented

CLASSIC

COMMENTS: The date of 1977 would lead one to believe this book does not deal with current issues, but it is the only resource I know that enables a teacher to analyze the writing of "basic writers" and to base further instruction on the results. Useful and applicable to issues in ESL and basic writing at the literacy level (but beyond decoding).

**TITLE: FROM ASSESSMENT TO INSTRUCTION** YEAR: 1987
AUTHORS: Staff
AVAILABLE FROM: CASAS

COMPONENTS: Workshop Handouts

SUB-CATEGORIES: CLASSROOM MANAGEMENT; INSTRUCTIONAL STRATEGIES;
STAFF DEVELOPMENT

AREAS OF STRENGTH: Theoretically based but not heavily
technical; Deals with current practice

Prescriptive Approach
Practice Oriented

CURRENT

COMMENTS: These Comprehensive Adult Student Assessment System (CASAS) training workshop handouts explain a comprehensive curriculum management and assessment system designed to assess identified competencies used in educational programs for all levels of ABE, adult special education, and English as a Second Language, including pre-employment curriculum.

**TITLE: OFFICIAL GUIDE TO THE TESTS OF GED, THE** YEAR: 1987
AUTHORS: Swartz, R. & Associates
AVAILABLE FROM: Contemporary Books

COMPONENTS: Book

SUB-CATEGORYS: INSTRUCTIONAL STRATEGIES; TEST-TAKING SKILLS

AREAS OF STRENGTH: Meaningful to adult literacy practitioners;
Well organized

Prescriptive Approach
Practice Oriented

CURRENT

COMMENTS: An excellent resource for adult practitioners who are primarily responsible for preparing adults to pass the high school equivalency tests. It helps instructors identify some of the more common mistakes adult learners make when taking the GED test. It also provides a framework for curriculum development.

# *INTRODUCTION TO HISTORY, PHILOSOPHY AND POLITICS*

The "run, Jack, run — eight times eight is sixty-four" literacy is not what these paragraphs are about. Such literacy is a means, not an end. The end, I propose, is to make everyone have a grounding in history, philosophy (can we sneak ethics in here?) and politics. When I speak of politics I speak not of the knee-in-the-groin school currently in vogue but of the politics of true self-government, the politics of the airing of differing views and a decision by the majority of the electorate. This school of politics is based upon the theory or hope that a majority of the electorate share enough common knowledge of the "impractical, liberal arts" category to enable them to weigh facts and proposals and come to an informed conclusion. So you see that this section is what I believe to be the crucial one, the one that has to do with giving adults who do not have facts and reasoning techniques to help them judge current events a chance to get at it now before it is too late.

I wish every adult educator had to teach a course next week on one of these subjects. Nothing sharpens learning ability like the knowledge that you have to teach the course next week. And some adult educators, noble as you are, have become so occupied with your immediate short-term teaching task that you have lost sight of the ultimate civic purpose of adult education. "But all of this is old stuff and not up-to-date," you say. Try recycling it. In college, I wrestled with the question: "If a tree falls in the forest and no one witnesses it, does an event occur?" The point of the old question can still be made relevant today. If a gang of white cops beat a black man nearly to death while he is cuffed and stun-gunned, and there is no citizen on hand with a camcorder to videotape the activity, has an event actually transpired?

Some of you are old enough to remember when ethics concerned fair play, self-restraint from harming others — what my Mother used to refer to as "common decency." In our nation's capital today we have professional ethicists as part of the bureaucracy — their task is to let their clients know what they can get away with. Ethical conduct has become a problem of staying out of jail, not a problem of retaining self-respect.

As a veteran of a fast-paced rewrite desk on an afternoon newspaper, I admire A.J. Liebling, a remarkable man I met during World War II, for his boast, "I can write fater than anyone who can write better than I can and I can write better than anyone who can write faster than I can." Joe Liebling's most famous maxim was that "freedom of the press belongs only to those who can own one." What preceded that observation was "the function of the press in this society is to inform, but its role is to make money." Substitute "media" for "press" and you have today's urgent problem that courses in history, philosophy and politics might ameliorate. To make money the media have substituted entertainment for information, propaganda for discussion and debate. Serious scholars have asked the question: Have we become an imitation democracy, a nation and society in which the rich control the media and have won control of much of our governing bodies, so that we do not know what our government is really up to and our media does't help us find out because that would reduce the entertainment value and thus the audience share and thus the advertising revenue?

It has been suggested that regardless of your age, when you really grow up is when you make decisions of behavior, not on whether your parents would approve, or whether your mentor or boss would approve, or whether your pastor will approve, or whether St. Peter will punch you up on the computer when you get to the Gates of Heaven and put you on the down escalator, but on whether you will feel comfortable with yourself because of the decision you have made. Adult educators, I beg you to help your fellow adults reach this position, and if they aren't quite there yet, help them with history, philosophy, and politics. This will help you as much as it helps your students and help America to take a giant step towards becoming a functioning democracy.

***—Sam Brightman***

*Editor Emeritus, Adult and Continuing Education Today*

# ETHICAL ISSUES IN ADULT EDUCATION

Review by Buddy Lyle, University of Arkansas

***Whether functioning primarily as a teacher, program planner, counselor, administrator, or researcher, educators of adults must regularly face a wide range of ethical issues.***

***—Ralph G. Brockett***

Ralph Brockett, the editor, notes in the preface that "this book has been developed with several audiences in mind. First, it was written for adult education practitioners, who on a daily basis must address issues or problems that challenge their basic values and beliefs. Second, it is directed toward students and professors engaged in graduate adult education programs ... Third, it is hoped that the book will serve as a resource for researchers and writers who will use it as a point of departure for further inquiry."

This book, although not specifically written for literacy providers, is a timely contribution to the field. As adult literacy programs continue the phenomenal growth that they are now experiencing, it behooves the literacy practitioner to give serious thought and inquiry regarding the principles of good practice. In order to do this, the entire field of ethics must be addressed.

Consisting of two hundred and seventeen pages and thirteen chapters from contributing authors, this book is well written and provides a thorough discussion of the very important subject of ethics. Chapter One, "Ethics and the Adult Educator" (Brockett), presents a theoretical model that distinguishes among three basic dimensions of ethical practice in adult education and serves as a framework for subsequent chapters. The model includes: (a) one's personal value system, (b) the consideration of multiple responsibilities, and (c) operationalization of values. The dimensions of ethical practice are offered for the purpose of identifying a process that can be used for addressing ethical dilemmas in adult education practice.

Chapter Seven, "Ethical Dilemmas in the Teaching of Adults" by Rosemary Caffarella, should be particularly useful for literacy practitioners. Here it is argued that ethical dilemmas are inevitable when teaching adults, and the author suggests that adult educators should model ethical behavior and practice in their teaching.

The author points out that a person who takes on the responsibilities of a teacher is often faced with numerous ethical dilemmas related to that role. The following areas are discussed: (a) ethical questions related to the personal belief systems of teachers about the nature of adults as learners, (b) ethical issues found in the multiple responsibilities that teachers of adults have, and (c) ethical dilemmas teachers face in the practice of their craft. One could substitute "literacy provider" for "teacher" in each of these statements, and the discussion would be most appropriate to the principles of practice that must be considered.

As the demand for literacy programs increases, new and innovative delivery of services needs to be considered. This will require sound planning and may involve ethical judgments on the part of the practitioner. In Chapter Three, "Ethical Issues in Program Planning," Thomas Sork identifies ethical issues frequently encountered in this area, to discuss possible responses to each issue, and to explore the consequences of choices made for both the practitioner and the field.

Two additional chapters that may be of particular interest to literacy practitioners are Chapter 11, "A Code of Ethics for Adult Educators?" (Robert Carlson) and Chapter 12, "Translating Personal Values and Philosophy into Practical Action" (Roger Hiemstra). Carlson presents the argument that instead of trying to institutionalize adult education with a professional code of ethics, practitioners would be better absorbed in developing their own personal values and in gaining an understanding of the historical and philosophical foundations of their work.

Hiemstra encourages the reader to attempt the development of a personal statement of philosophy and provides practical suggestions that can be used to "translate personal values into practical action." The final chapter, by the editor, Ralph Brockett, offers some concluding thoughts on the ethical issues that were addressed in the preceding chapters.

Although selected chapters are cited in this review, all of the chapters in *Ethical Issues in Adult Education* are very well written and informative. This book is both research and practice oriented. It takes both a prescriptive and empowerment approach. I recommend the book as a *must* to anyone engaged in the field of adult education.

**Brockett, R. G. (ed.). Ethical issues in adult education. New York: Teachers College Press, 1988.**

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# *ILLITERACY: A NATIONAL DILEMMA*

Review by Allan Quigley, The Pennsylvania State University, Monroeville

*Illiteracy: A National Dilemma* is aimed at anyone seriously interested in the subject of literacy. It *should* be on the book shelf of all practitioner libraries and literacy center resource libraries. Adult literacy is more than a set of classroom strategies. It has an important history which has played a part in why we choose the type of strategies we do, why we view literacy as we do, and why we seem so unable to eradicate it despite our best efforts.

Harman's purpose in this important work is to provide a succinct (113 pages) overview of what illiteracy is, its history and the issue of illiteracy in the U.S. context, and to examine certain of the myths surrounding illiteracy, such as the notion that schools are to blame for the level of illiteracy in society. Finally, Harman's purpose is to propose some new directions in the U.S. and abroad. He concludes the book with a chapter, "Why be Literate?" Here he shares a number of his own well-formed ideas on why this entire area needs to have more attention paid but in a more rational, informed manner than so many comparable works in the field.

Currently Professor of Education at Columbia's Teachers College and president of the Institute for Corporate Education, Harman is a widely recognized and respected literacy scholar. He has a doctorate from Harvard and has served on the faculties of both Harvard and the Hebrew University of Jerusalem. Harman worked on literacy projects in the Middle East, Asia and Africa but is perhaps best known for his watershed work with Carman St. John Hunter, *Adult Illiteracy in the United States* (1965), sponsored by the Ford Foundation.

One of the greatest strengths of Harman's work is his objectivity. Unlike other authors, such as Jonathan Kozol, for instance, Harman tries to base his statements on established and researched facts. His first chapter, "What is Literacy?" examines both the controversies surrounding definitions of literacy and the implications of these controversies. He discusses functional literacy, literacy measurement, and literacy as value. He successfully attacks myths about literacy: "illiteracy is not a simple 'disease' — it is a complicated manifestation of multiple causes and is deeply rooted in both culture and social dynamic" (p.2).

In chapter two, Harman reviews "Literacy in History," presenting the important shaping roots of the field and developing the background so often ignored in our understanding of illiteracy in America. He takes the reader to a discussion of the deep values that surround

***Illiteracy is not a simple 'disease' — it is a complicated manifestation of multiple causes and is deeply rooted in both culture and social dynamic.***
***—David Harman***

this issue, challenging us to look at literacy as "a summation of value-laden opinions."

Harman discusses the linkages between literacy and employment, literacy and citizenship, and "aliteracy" — the loss of reading ability in society. He presents the reader with the statistics and facts around illiteracy profiles and school completion data. His final chapter looks at possible directions based on success stories both in the United States and in other countries.

While Harman has long been an advocate of community-based literacy education, he simply includes this as one important but underutilized approach. Arguing against non-crisis, "hyped" campaigns that come and go with regularity, he calls for sustained efforts with a real role for communities and institutions which could carry the development of literacy over the long term, if given a chance.

The book mainly depends on the literature to inform the opinions and recommendations put forward by the author. Although Harman does provide important factual material, he attempts to empower the reader through such information in order that the field acquires the knowledge, strength and confidence to take on innovation in policy, practice and research.

This should be mandatory reading for anyone who teaches, administers, researches or sets policy on adult literacy. It is succinct, easily read and speaks directly to the reader but is not laden with outrage and opinions as are so many works in this field.

With an authoritative, objective tone and approach, Harman has given the field a primer on the history, controversies, implications and directions of literacy in the United States. It concludes with thoughtful recommendations for the field and provides an important work for us all.

Harman, D. Illiteracy: A national dilemma. New York: Cambridge, 1987.

## JUMP START: THE FEDERAL ROLE IN ADULT LITERACY

Review by Patty Keeton, Howard Community College

***the nation's human resources must be the foremost priority of federal domestic policy.***

***—Forrest Chisman***

*Jump Start* is the imaginative title of a report on literacy that drew the immediate attention of those interested in policy at every level of adult education. The reason is clear. For the first time adult education concerns were identified, *and* a reasonable plan for building a high-quality system of basic skills instruction was developed.

The author of *Jump Start* is Forrest P. Chisman, director of the Southport Institute for Policy Analysis. He received his B.A. degree from Harvard University in government and a Doctor of Philosophy from Oxford University in Political Science. From 1983 to 1988, Chisman was director of the Project on the Federal Social Role. Previously an official in the U.S. Commerce Department, he also served as a program officer in the John and Mary R. Markle Foundation. He is coauthor of *Government for the People: The Federal Social Role*, which outlines his concern that "the nation's human resources must be the foremost priority of federal domestic policy."

The *Jump Start* report can be seen as a logical extension of this concern. Besides conducting the extensive research for *Jump Start*, Chisman relied on the counsel of some 100 experienced individuals from around the country. In addition, seven consultants were commissioned to prepare background papers on various issues affecting the federal and state role in adult literacy.

Since its release, this report has been read by thousands of practitioners as well as policy makers because it packages many of the ideas and hopes of adult educators at all levels of service. It also identified major concerns and exposes the obvious weaknesses and limitations of our field. Most importantly, it goes beyond an analysis of policy. It proposes an agenda to change the way we all view adult literacy issues.

*Jump Start* outlines the current national effort in adult literacy. It finds that "overall, the field is intellectually, institutionally and politically weak and fragmented." Chisman suggests that we must "improve our understanding about the nature of the problem and the types of measures will address it most effectively. We must recognize that:

- ♦ School reform will not solve the problem of adult basic skills.
- ♦ Volunteers alone cannot solve the problem, nor are they a cheap way out.
- ♦ Business alone will not solve the basic skills problem.
- ♦ Technology is not a dehumanizing element in basic skills education, nor is it a substitute for teachers.
- ♦ There is no single ideal service-delivery system for basic skills education.

How then will adult basic skills programs become effective? Chisman concludes that they must be linked at the federal level through a unified legislative agenda. *Jump Start* provides the comprehensive framework to create that linkage. Many of the recommendations proposed directly affect adult literacy practitioners. They include:

- ♦ Creating of a National Center to conduct research and provide assistance to practitioners and policy makers.
- ♦ Supporting a resource and staff development center in every state that would provide teacher training, access to research findings, and practical resources for programs and instructional improvement.
- ♦ Ensuring that employed adults as well as those in welfare and job-training programs receive opportunities to improve their basic skills.
- ♦ Improving instruction through the purchase and effective use of technology.

Several of these ideas and other recommendations are the core elements of new federal legislation entitled the "National Literacy Act of 1991". Because adult literacy is one issue on which everyone can agree, implementation of the *Jump Start* recommendations is a real possibility.

The remainder of the agenda is in our hands. For this reason, *Jump Start* is more than a report. It is a "must read" for anyone new to the field or those interested in program improvement. As practitioners we should continue to use it to influence federal, state and local basic skills policy and to upgrade our expectations of our leaders and ourselves.

**Chisman, F. Jump start: The federal role in adult literacy. Washington, DC: Southport Institute for Policy Analysis, 1989.**

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**TITLE: ADULT LEARNING IN AMERICA** YEAR: 1987
AUTHOR: Stewart, D.
AVAILABLE FROM: Jossey-Bass

COMPONENTS: Book

SUB-CATEGORIES: HISTORY; SOCIAL CONTEXT

AREAS OF STRENGTH: Provides historical background while remaining pertinent to today's reader

Empowerment Approach
Research Approach
Practice Oriented

CURRENT

COMMENTS: Stewart's text provides both a historical and philosophical context for adult education which will broaden and deepen the reader's understanding of the field and the part the reader plays. Adult education moves in so many circles that we tend to narrow our focus to the extent that we forget the foundation on which we all stand. Stewart's treatment of Lindeman's work, his philosophy and views about adult education "remind the reader that the foundation is there." *Meredyth Leahy*

**TITLE: ADULT LITERACY: CONTEXTS AND CHALLENGES** YEAR: 1990
AUTHOR: Newman, A.P. & Beverstock, C.
AVAILABLE FROM: International Reading Association

COMPONENTS: Book

SUB-CATEGORIES: SOCIAL CONTEXT; INSTRUCTIONAL STRATEGIES AND TECHNIQUES

AREAS OF STRENGTH: Imparts synthesis of research relevant to the adult literacy field

Empowerment Approach
Research Approach
Practice Oriented

CURRENT-CLASSIC

COMMENTS: As an introduction to the field of adult literacy, this book presents an historical overview of adult literacy programs, definitions of literacy that have emerged over time, descriptions of current research and practice, and challenges for the future. "The clearest, most balanced descriptive overview of research, theory, and practice in literacy education I have seen." *Malcolm S. Knowles.*

**TITLE: ADULT LITERACY EDUCATION: CURRENT AND FUTURE** YEAR: 1983
AUTHOR: Fingaret, A.
AVAILABLE FROM: ERIC

COMPONENTS: Monograph, Information Series #284

SUB-CATEGORIES: HISTORY AND PHILOSOPHY; SOCIAL CONTEXT; ADULTS AS LEARNERS; INSTRUCTIONAL STRATEGIES

AREAS OF STRENGTH: Theoretically based but not heavily technical; Imparts relevant research

Empowerment Approach
Research Approach
Practice Oriented

CLASSIC

COMMENTS: This monograph focuses on individually-oriented and community-oriented literacy programs and concludes that different approaches work successfully with different segments of the illiterate adult population. The underlying issues of conflicting definitions of illiteracy, the nature of the reading process, characteristics of the learner, and the purposes of literacy education are all discussed as is planning, evaluation and recommendations for improvement of literacy education.

**TITLE: ADULT LITERACY/ILLITERACY IN THE UNITED STATES** YEAR: 1988
AUTHOR: Costa, M.
AVAILABLE FROM: ABC-CLIO (Contemporary World Issues Series)

COMPONENTS: Book

SUB-CATEGORIES: STRATEGIC PLANNING; STAFF DEVELOPMENT; SUPERVISORY ISSUES

AREAS OF STRENGTH: Clear organization of topics and ideas; Imparts relevant research

CURRENT

Empowerment Approach
Practice Oriented

COMMENTS: This introductory volume in the Contemporary World Issues Series provides readers with a chronological overview of U.S. illiteracy, identifying significant events, legislation, initiatives and movements from 1647 to 1988. Brief biographies of key activists in the field, a general facts section, and selective, annotated lists of databases relevant to adult literacy make this book a suitable reference guide for practitioners or funders seeking a one-stop source of general information.

**TITLE: ADULT LITERACY VOLUNTEERS: ISSUES & IDEAS** YEAR: 1985
AUTHOR: Isley, P.
AVAILABLE FROM: ERIC

COMPONENTS: Monograph

SUB-CATEGORIES: PROFESSIONAL ROLES AND ISSUES; SOCIAL CONTEXT; COMMUNITY DEVELOPMENT; FUNDING

AREAS OF STRENGTH: Deals with contemporary issues and provides historical background

CURRENT

Practice Oriented

COMMENTS: The increasing use of volunteers and coordination of efforts between volunteer literacy efforts and adult basic education programs make this a good resource for those wishing to gain an understanding of the current literacy volunteer effort: its history, programs, issues, and literature. It also includes an extensive bibliography of additional references.

**TITLE: ALPHA 90: CURRENT RESEARCH IN LITERACY** YEAR: 1990
AUTHOR: Hautecouer, J.P.
AVAILABLE FROM: PLAN

COMPONENTS: Book

SUB-CATEGORY: PROFESSIONAL ROLES AND ISSUES

AREAS OF STRENGTH: Encourages critical reflection on practice; Coherent, well written

CURRENT

Prescriptive Approach
Empowerment Approach
Research Approach
Practice Oriented

COMMENTS: This collection of projects and research relevant to worldwide literacy respresents an attempt to globalize literacy research. It blends present policy with common sense and classic research in the field. It includes an examination of varied approaches to literacy from Canada's homeless tutoring the homeless; the Netherland's Open School for working and re-entry adults.

**TITLE: LITERACY AND THE NATION'S LIBRARIES** YEAR: 1977
AUTHOR: Lyman, H.H.
AVAILABLE FROM: American Library Association

COMPONENTS: Book

SUB-CATEGORIES: STRATEGIC PLANNING; LIBRARIES; SOCIAL CONTEXT

AREAS OF STRENGTH: Provides historical background
while remaining pertinent to today's readers

CLASSIC Research Approach

COMMENTS: Described as a "milestone on the road to the ideal," this book chronicles the long participation of libraries in adult education. It evaluates literacy issues, pertinent studies, specific library literacy roles, key elements in library literacy programs, and the clientele base for literacy efforts.

**TITLE: MAKING OF AN ADULT EDUCATOR, THE** YEAR: 1989
AUTHOR: Knowles, M. S.
AVAILABLE FROM: Jossey-Bass

COMPONENTS: Book

SUB-CATEGORIES: PROFESSIONAL ROLES AND ISSUES; INSTRUCTIONAL STRATEGIES
AND TECHNIQUES; ADULTS AS LEARNERS

AREAS OF STRENGTH: Provides historical background
Deals with contemporary issues.

Empowerment Approach
CLASSIC Practice Oriented

COMMENTS: Knowles' autobiography is fascinating in its own right as the study of a self-directed learner, a facile writer, and a charismatic leader. It provides the reader with a feeling for the history of the adult education movement, is an excellent resource on adult learning, and includes a compilation of Knowles' previous publications.

**TITLE: NATIONAL LITERACY CAMPAIGNS** YEAR: 1987
AUTHORS: Arnove, R.F. & Graff H.J.
AVAILABLE FROM: Plenum Press

COMPONENTS: Book

SUB-CATEGORIES: ADULT EDUCATION HISTORY; SOCIAL CONTEXT;
INTERNATIONAL ADULT LITERACY

AREAS OF STRENGTH: Theoretical research bases supported;
Broad perspective; future direction

Empowerment Approach
Research Approach
CLASSIC Practice Oriented

COMMENTS: This book surveys the history of literacy campaigns in Europe, China, South America, India and Africa from 1861 to the present. It puts America's recurrent literacy campaigns into an international perspective and provides an excellent "overview" introduction by the editors. Issues such as national campaigns and why they begin; what types succeed and why; and what are America's chances are for eradicating illiteracy are thoroughly discussed based on unprecedented research.

**TITLE: PIONEERS AND NEW FRONTEERS** YEAR: 1985
AUTHOR: Kangisser, D.
AVAILABLE FROM: BCEL, Inc. Business Council for Effective Literacy

COMPONENTS: Book

SUB-CATEGORIES: PROFESSIONAL ROLES AND ISSUES; GOVERNMENT AND ADULT LITERACY

AREAS OF STRENGTH: Deals with contemporary issues and identifies future directions

CLASSIC Empowerment Approach

COMMENTS: This BCEL paper assesses the role, potential, and limits of volunteers in combating adult illiteracy. It is an important addition to the library of literacy funders, administrators, teachers and tutors.

**TITLE: TOWARD DEFINING LITERACY** YEAR: 1990
AUTHORS: Venezky, R.L., Wagner, D. A., & Ciliberti, B.S.
AVAILABLE FROM: International Reading Association

COMPONENTS: Book

SUB-CATEGORY: POLITICS OF ADULT EDUCATION

AREAS OF STRENGTH: Coherent, well written

CURRENT Research Approach
Practice Oriented

COMMENTS: Offers perspectives on what "literacy" is from a historical and social context. It explores definitions of literacy, the uses of literacy and how literacy can be measured in adults. It addresses the policy implications of different literacy definitions and discusses the implications of differing definitions of literacy on opportunities for personal advancement, labor force participation and national awareness.

**TITLE: TURNING LITERACY AROUND: AGENDA FOR NATIONAL ACTION** YEAR: 1985
AUTHOR: Harman, D., McCune, D. & Alamprese, J.
AVAILABLE FROM: BCEL, Inc. Business Council for Effective Literay

COMPONENTS: Book

SUB-CATEGORIES: POLITICS OF ADULT EDUCATION; PROFESSIONAL ROLES AND ISSUES; EMPOWERING ADULT LEARNERS; PROGRAM EVALUATION

AREAS OF STRENGTH: Encourages critical reflection on practice; Identifies future direction

CLASSIC Practice Oriented

COMMENTS: This resource consists of two BCEL working papers which assess the short- and long-term resource needs of the adult literacy field and present recommendations for public and private sector action. In his paper, Harman provides an excellent overview of adult literacy and basic education that is an excellent predictor of the years to come.

## *INTRODUCTION TO INSTRUCTIONAL STRATEGIES*

One of the greatest misconceptions surrounding the nature of teaching is that all that teachers need to do is find the right instructional package or textbook and transfer the methods, techniques and approaches outlined to their learning groups. Life, and teaching, would be nice if it were that simple. In reality, no one book, curriculum, videocassette or other resource will fit exactly your situation. You can certainly get some great ideas, exercises and insights from the resources listed in this guide, but your task as an educator is to get to know your learners and the context within which you work, and then to decide which parts of which resources can help you in your endeavors. Most likely you will find that very little transfers exactly to your learners and your context, and that mixed in with the ideas you draw from these resources will be the methods, exercises, techniques and approaches you develop according to your instincts about what will work best in your particular situation.

As an adult educator you need to see your practice as critically responsive. Critically responsive teaching is teaching that is guided by the educator's sense of what are important aims, purposes and visions, but that is responsive to insights into how learners experience learning. This means that as a teacher you should communicate to learners the importance of their learning literacy, but in helping them accomplish this you should be flexible and open to what you find out about their learning rhythms and processes. Some of the most important information you need to know as a teacher is how your learners are experiencing learning, and how they perceive your actions as an educator.

One of the most difficult things for literacy teachers to do is recreate the anxiety, tension and pain of learning something which, to you as a teacher, comes as second nature. One window through which you can view the experience through which learners are passing is the window of your own biography as a learner. Explore your own learning episodes, especially those times when you were called upon to learn something new and difficult and recall the sense of threat and intimidation you felt at those times. Even better, put yourself regularly into the position of being a learner in a context where you feel out of control and reflect on what this feels like. The chances are that the insights you gain into things you appreciated in your own teachers, and the things you were insulted by will have substantial implications for your own practice as a teacher.

Watch out that you don't fall into the all too common trap of assuming that anything less than perfection in your practice is worthless. Some teachers feel that unless learners leave their classrooms wreathed in smiles of self-actualized gratitude, that the educational event has been a failure. Most teaching acts are trade-offs involving positive and negative consequences and no one will be pleased with everything you do. The important thing is that you know why you're doing what you're doing, and that if asked you can communicate this confidently and credibly to learners, colleagues and even critics. Learning is painful as well as joyful, so don't be alarmed if learners are sometimes resentful, intimidated or confused. You, as a teacher, are asking them to do some difficult things, so it's not surprising that they will blame you for the discomfort they're experiencing.

Remember also that learners watch you closely and read into your actions all kinds of symbolic significance. What to you might be a throwaway, incidental remark or personal anecdote can be devastating or inspirational to a learner. In particular, make sure that your words and actions are consistent. Nothing destroys the trust that is so crucial to learning literacy than teachers saying one thing and then doing another. Don't make promises you can't keep.

Finally, when things get tough and you're hurting with the pain of seemingly unresolvable dilemmas, or torn by diametrically opposed pressures, remember that teachers who don't feel this pain are brain-dead. As soon as you think teaching is easy, or that you've resolved all the important instructional and ethical dilemmas, you should start to worry. An absence of ambiguity, a perception that everything about teaching and learning literacy is clear and unequivocal, is a sign that you're on automatic pilot. Feeling pain, but knowing that what you're doing is worthwhile even if you don't get it exactly right for everyone, is the normal state of existence for good, critically responsive teachers.

***—Stephen D. Brookfield***

*Professor Higher and Adult Education, Teachers College, Columbia University*

# *EFFECTIVE STRATEGIES FOR TEACHING ADULTS*

Review by Waynne James, University of South Florida

Don F. Seaman and Robert A. Fellenz have created a guidebook to a variety of methods appropriate for adult learners. The use of strategies in teaching adults is the central theme around which the examples and discussions are presented. Their purpose in *Effective Strategies for Teaching Adults* is explained as follows:

***This is a book about teaching adults. It is not about adult learning, participation in education activities, or community-based education.***

***—Seaman & Fellenz***

Both Seaman and Fellenz have excellent backgrounds to write this book. Seaman is currently professor of adult education at Texas A&M University; his doctor's degree in Adult Education was obtained from Florida State University; in addition, he has had extensive experience in adult education classrooms, including ABE/GED classes. He also was one of the co-authors of the GEPI, a diagnostic inventory to determine readiness to take the GED.

Fellenz is a professor of adult education at Montana State University; his doctor's degree in Adult Education was obtained at the University of Wyoming. In addition, he has taught in and directed a number of adult education programs. Together, Seaman and Fellenz provide a wealth of background experience related to practical, yet effective teaching strategies.

This book is intended as a resource not only for people who are new to the field of adult education, but also for experienced individuals who should be able to find worthwhile and challenging ideas. It begins with a detailed examination of strategies that are available for use in teaching adults, including: 1) analysis of strategies; 2) strengths and limitations of each strategy; and 3) suggestions for effective use by preparing the learner, an examination of the instructor's role, and ideas for adapting each strategy.

After a discussion of adults and adult education, the authors address selected factors influencing how adults learn. They then present a chapter on ways to organize adult learning activities, starting with institutional concerns and constraints and progressing to those areas over which teachers have control. The main concern throughout this book is the selection of teaching strategies and the effective use of the selected strategies.

Several of the main chapters of the book deal with specific information/recommendations related to the strategies of 1) Presentation; 2) Action; 3) Interaction; and 4) Evaluation. Each chapter considers a variety of techniques and methods. First, each approach is defined and its strengths and limitations detailed; then, suggestions for using it or adapting it are given, accompanied by examples of the method or technique in practice.

Woven throughout the book are a variety of vignettes about actual adult learners and adult learning situations to which most teachers of adults can relate. These vignettes provide a down-to-earth approach that makes the book not only easy to understand but interesting.

By presenting a blueprint on how to use each strategy effectively, Seaman and Fellenz have created a resource that is highly practical and definitely practice-oriented. There are numerous references to research that has been conducted by other scholars throughout the book to support their statements.

The book is basically prescriptive in that it provides a cookbook approach to strategy selection. At the same time, by providing suggestions for use and hints on adapting strategies to specific settings, this book can prove empowering to adult literacy practitioners and learners.

One quote from the book especially stands out: "...good teaching is a combination of teachers, learners, content and situations... Evaluation ... should take all four into consideration" (p.147). This appears to be an especially appropriate statement considering that the authors attempt to do exactly that in presenting the material in this book.

In *Effective Strategies for Teaching Adults*, Seaman and Fellenz have produced a much needed guide on the effective choice and use of teaching strategies for adult learners. As such, it fills a need in the field and provides new and experienced teachers a source of ideas, directions and hints on working effectively with adult learners.

**Seaman, D.F., & Fellenz, R.A. Effective strategies for teaching adults. Columbus, OH: Merrill Publishing Co, 1989.**

## LANGUAGE COMPETENCIES FOR BEGINNING ESL LEARNERS

Review by Barbara Korpi, North Dakota Statewide Adult Education Resource Center

Expert teachers know how to enhance the personal power of students. Fiona Armstrong, master teacher in New York City's Chinatown, is a stellar example. In *Language Competencies for Beginning ESL Learners*, a staff development package and teaching guide, she illustrates how to develop a communicative student-centered classroom, how to focus on student language needs, and how to facilitate student involvement.

Three videotapes show Armstrong leading real-life students step-by-step into authentic communication. The first tape, *Getting Started*, demonstrates how learner-centered instruction is developed with new students. From the very beginning, students take charge of everything possible. Taking attendance, "teaching" and handing out materials are a few examples. On the second tape, *Interview Activities*, students interview each other and native speakers to gain fluency and confidence as well as to demonstrate mastery of language acquisition.

The last tape, *From Concept to Mastery: A Health Unit*, offers an overview of the three-part framework for instruction: 1) to find out what the students already know about the topic; 2) to provide a variety of student-centered activities; and 3) to provide opportunities to demonstrate mastery. Again students take charge from constructing a simulated clinic to documenting what they have learned. Throughout, the teacher acts as a coach, helping each student develop ownership of his/her own learning process.

Few teachers will be able to view the tapes without wanting to try this approach. A practical, clearly written, well-organized teaching guide provides teaching instructions for sixteen beginning-level survival competencies. Each of the sixteen sections is color coded so users can easily find a description of the competency; a listing of suggested vocabulary to introduce; a list of materials that correlate with the lesson; a teaching overview/check-list; a "step-by-step: how to" which further expands on the teaching overview; and finally, a description of suggested activities used successfully with students.

A guide such as this is much more useful than a single course-text. It enables teachers to pick and choose as needed from current recommended texts. It is a comprehensive class management and procedural guide.

***Everything is an opportunity for instruction ... the teacher becomes less active as students use each other to negotiate for meaning.***

***—Fiona Armstrong***

The model lessons are most appropriate for teachers in a classroom setting. One-to-one tutors may want to begin teaching small groups after they see how important interaction is. The lessons as presented are most easily accomplished in programs where students are grouped by levels. Teachers in less homogeneously leveled programs can adapt by assigning more proficient students mentoring tasks or roles involving appropriately complex speaking/writing tasks. The *Language Competencies* package is sufficiently adaptable to fit most any classroom situation. As author and demonstration teacher, Fiona Armstrong knows how to empower teachers, too, by providing them with this well-defined model for success in a communicative, student-empowering classroom.

**Armstrong, F., & Oppenheim, L. Language competencies for beginning ESL learners. A product of the New York State Education Department, NYC Board of Education and City University of New York. Albany, NY: The New York State Education Department. 256 page Teachers Guide, 3-page Trainer's Guide, 3 Videotapes, 1987.**

## *READING FOR MEANING: SELECTED TEACHING STRATEGIES*

Review by Judy Rance-Roney, Northampton Community College

***Suppose you are learning to play a new board game ... What is the object of the game? Once you understand the object, you can plan your playing strategy. The same is true for reading.***
***—Valerie Meyer and Donald Keefe***

Literacy education has long been lulled into a well-worn assumption that adult beginning readers look at a page of words in much the same fashion as their literacy teachers do. That if we can just reteach phonics, use word flash cards and fill-in-the blanks exercises, these adults who have never learned to read will suddenly turn the corner to reading skill.

There is some fairly strong research evidence that suggests that: (1) readers at the varying stages of reading development read differently in a qualitative way; (2) readers at the beginning development stage are "print-bound" and often locked into a pattern of phonics failure; and most compelling (3) beginning adult readers may not have the same reading goals as more advanced readers have. These readers may not look at comprehension as the "object" of reading. Furthermore, we do know, that if a reader looks at meaning-making as the goal of reading, that adult is likely to progress at a rate three times faster than the reader who looks only at decoding.

The stated purpose of the authors, Valerie Meyer and Donald Keefe, is to provide a compendium of instructional principles and instructional stragegies "to turn poor readers who primarily sound out or call out words into meaning-makers who sample, predict, confirm and integrate" (p.10); readers whose goal is to understand meaning of text and not just the letters or words in it. Both authors are professors at Southern Illinois University and have written numerous journal articles about adult reading.

Although short (eighty-four pages) and concise, *Reading for Meaning* supports viewing the uniqueness of adult readers in unique ways and challenges the assumption that all readers at all stages should learn to read in the same manner. The book is philosophically based on the psycholinguistic model, that reading is the process of construction of meaning by "mentally interacting with text." It provides both teachers and tutors just the right instructional technique for each reader, in practice, a "recipe."

Chapter One focuses on adult learning theory in the literacy setting. For those unfamiliar with psycholinguistic principles, Chapter Two provides a direct and approachable five-page overview. The chapters which follow outine descriptive profiles of adult readers at four varying stages of reading development with recommendations for specific instructional strategies unique to each of the reader stages or profiles.

The four profiles illustrated describe a progession of reading types from the nonliterate Profile One to the GED-oriented Profile Four. For each profile, Meyer and Keefe provide a description of typical reading levels, medical and perceptual problems, probable educational history, and a prognosis for reading achievement. After each profile introduction, approximately ten instructional strategies are suggested based on an instructional principle appropriate for the level.

*Reading for Meaning* is best suited to literacy workers who are not reading specialists or who are unaware of traditional reading practices as they can be applied in an adult literacy setting. While few of the teaching strategies are novel to the reading specialist, the forty presented in this book are adequately described and engender a meaning-centered approach.

The major weakness of the text is in its presentatation of activities. While there are numerous reading tasks that adults need to perform daily, some of the book's strategies have a game-like format (like "predicting" the contents of a wallet) which demonstrates little connection to real life. When learning is decontextualized, it is questionable whether the skill will be transferred to the reading life of the adult learner.

*Reading for Meaning* is a valuable text for any bookshelf in that it forces literacy educators to take a closer look at the unique profile of each adult that visits our centers and to ask the essential questions: As a reader, where is this student right now? Where does that student need to go? And what are the best strategies, techniques and materials to get that adult from one to the other.

Keefe, D., & Meyer, V. Reading for meaning. A Lifelong Learning Books Teacher Resource Series, Glenview, IL: Scott Foresman and Company, 1990.

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## TEACH SOMEONE TO READ

Review by Al Bennett, California State Library

Nadine Rosenthal is committed to empowerment. She has learned what that means from her adult literacy students. And she communicates how to empower adult learners in this concise, well organized handbook.

*Teach Someone to Read* is literally what its subtitle says: "a step-by-step guide for literacy tutors." From the very first pages it practices what it preaches: "teach what your students want to learn," not what you wish they wanted to be taught. Rosenthal draws the reader into her approach by presenting a few startling facts on illiteracy in America, and then quickly leads into a case study approach to a "comprehension-based literacy training program." Although grounded in solid theoretical assumptions, the book is presented with a minimum of jargon in easily understood language.

Rosenthal's years of experience in adult education are well reflected in this comprehensive manual. Currently director of the Center for Reading Improvement at San Francisco State University, she has written numerous articles on adult literacy and conducted in-service training programs for staff and tutors of the public library literacy services of the California Literacy Campaign.

Volunteer tutors often fear the first meeting with a new learner and ask just what they should do to make the first impression a good one. Early in the book Rosenthal provides generalized details without writing an exact script. She presents sample lesson plans to demonstrate the general principles of lesson planning.

One lesson plan is provided for a beginning reader and a second for an intermediate reader. Each addresses materials and strategies appropriate for the case furnished as background. These two case studies and others like them are used throughout the book to illustrate the wide variety of adult learner needs and relate them to corresponding tutoring techniques. Rosenthal's wide experience enables her to create realistic cases that represent different situations tutors will encounter.

The sturdy, 7 x 10 format opens flat for easy use. Two "Rosenthal Diagnostic Assessment" tools (one for phonics and another for comprehension) are provided with tips on a variety of ways to use them according to individual students' needs. All 204 pages are high-interest and practice focused. The two-page, detailed table of contents makes it easy to find specific topics.

### *Dedication: Teach Someone to Read*

***For my adult literacy students — who continually teach me what learning is all about.***

***—Nadine Rosenthal***

While comprehension of learner-focused material is the focal point around which the book is organized, the elements of sight words, phonics, syllabication, language experience, vocabulary building, spelling and writing are all discussed. A very useful section on teaching resources is also included. Mailing addresses are given for publishers the author recommends, as well as a concise bibliography of key reference materials that are consistent with Rosenthal's approach to adult literacy development.

*Teach Someone to Read* would be particularly useful for adult education programs that previouslyu served intermediate and advanced levels of adult basic education students and want to reach people who function at the lowest levels of literacy. Adult educators who are adding one-to-one tutoring to their repertoire of adult education programs will find it especially valuable. It is an essential part of the resources of any adult literacy program.

**Rosenthal, N. Teach someone to read. Belmont, CA: Fearon, 1987.**

***TITLE: BASIC LITERACY TUTOR HANDBOOK*** YEAR: 1990
AUTHORS: Staff
AVAILABLE FROM: Center for Literacy

COMPONENTS: Handbook

SUB-CATEGORIES: ADMINISTRATION AND MANAGEMENT; STAFF DEVELOPMENT; TUTOR TRAINING

AREAS OF STRENGTH: Direct application to adult literacy; Theoretical/research base supported

CURRENT

Empowerment Approach
Practice Oriented

COMMENTS: A clear and comprehensive manual for the beginning volunteer tutor. It describes techniques for teaching reading, math, and writing. There is also a supplement on techniques for tutoring job readiness and test-taking. Based on Laubach Literacy International and Literacy Volunteers of America methods, this text emphasizes the importance of a collaborative partnership between learners and instructors.

***TITLE: BRIDGING THE GAP — A TRANSITIONAL PROGRAM FROM ESL TO ABE*** YEAR: 1990
AUTHORS: Benware, M.
AVAILABLE FROM: PA Clearinghouse AdvancE

COMPONENTS: Student Curriculum and Teacher's Guide

SUB-CATEGORIES: READING; LANGUAGE ARTS; CURRICULUM DEVELOPMENT

AREAS OF STRENGTH: Theoretically based but not heavily technical; Coherent, well written

CLASSIC

Practice Oriented

COMMENTS: This curriculum manual is designed to assist teachers of advanced ESL students prepare them to make the transition into ABE/GED. Specific lessons and teaching techniques are given. The competency-based curriculum helps learners to improve their reading, writing, speaking and listening skills in order to be successful in ABE/GED programs.

***TITLE: CHANGING THE RULES: TEACHING MATH TO ADULT LEARNERS*** YEAR: 1990
AUTHORS: Schmitt, M.J. & McIvor, M.C.
AVAILABLE FROM: New Readers Press

COMPONENTS: Videotape and Newsletter

SUB-CATEGORIES: MATH; CURRICULUM DEVELOPMENT

AREAS OF STRENGTH: Promotes the expansion of the reader's horizons with relation to math

CURRENT

Prescriptive Approach
Practice Oriented

COMMENTS: This staff development videotape and accompanying sixteen-page teacher newsletter highlights cooperative and participatory learning in the adult education classroom, especially as it relates to the teaching of math. The newsletter reinforces the ideas presented in the thirty-minute videotape and gives additional suggestions for classroom applications.

***TITLE: EFFECTIVE TEACHING AND MENTORING*** YEAR: 1986
AUTHOR: Daloz, L.A.
AVAILABLE FROM: Jossey-Bass

COMPONENTS: Book

SUB-CATEGORIES: ADULTS AS LEARNERS; COUNSELING; ADULT DEVELOPMENT;
LIBERATING INSTRUCTION

AREAS OF STRENGTH: Theoretically based but not heavily
technical; Deals with current issues

Empowerment Approach
Research Approach
Practice Oriented

CURRENT

COMMENTS: Daloz approaches mentoring from the view of the educator who helps learners develop the skills and insights necessary to support and guide themselves. The book provides a good understanding of adult development through vignettes about adult learners and discussions of theory. For adult educators, there's more to learning than the "facts and concepts" we offer. It is the development of the whole person.

***TITLE: HANDBOOK FOR THE VOLUNTEER TUTOR*** YEAR: 1985
EDITORS: Rauch, S. & Sanacon, J.
AVAILABLE FROM: International Reading Association

COMPONENTS: Handbook

SUB-CATEGORIES: TUTOR TRAINING; LEARNING TO LEARN

AREAS OF STRENGTH: Immediate application to adult literacy;
Deals with current practices.

Prescriptive Approach
Practice Oriented

CURRENT

COMMENTS: This book provides aids in teaching reading for people working in volunteer tutoring programs. The language is simple and suggestions are specific. A valuable tool for both tutors and instructors, the chapters cover: tutor training; the tutor-student relationship; evaluation of reading levels; teaching procedures; comprehension; decoding; metacognition, and organization of tutor programs.

***TITLE: HOW TO TEACH ADULTS*** YEAR: 1984
AUTHOR: Draves, W. A.
AVAILABLE FROM: Learning Resources Network

COMPONENTS: Book

SUB-CATEGORIES: ADULTS AS LEARNERS; MOTIVATION AND PARTICIPATION;
CLASSROOM MANAGEMENT

AREAS OF STRENGTH: Promotes expansion of reader's horizons;
Coherent, well-written

Prescriptive Approach
Practice Oriented

CLASSIC

COMMENTS: Although not directly related to literacy, the concepts presented in most chapters are easily adapted to the literacy field. The basics presented in the appendices on writing a course description and promotion are time-honored and valuable. The book describes six distinctive models of ESL programming: ESL survival, listening, basic skills, general vocational, and home management.

***TITLE: IMPLEMENTING CBAE IN THE ESL CLASSROOM*** YEAR: 1986
AUTHORS: Keltner, A. & Ramierez, S.
AVAILABLE FROM: Outreach and Technical Assistance Network

COMPONENTS: Two Videotapes and Guide

SUB-CATEGORIES: ESL; COMPETENCY-BASED ADULT EDUCATION

AREAS OF STRENGTH: Deals with current practices;
Clear organization of topics and ideas

CURRENT

Prescriptive Approach
Practice Oriented

COMMENTS: The videotapes can be used by one instructor or small groups of instructors on an individualized basis. They are accompanied by guides on effective teaching techniques and strategies for organizing instruction in beginning or intermediate ESL classes. Each guide has an annotated outline, background narrative, pre- and post-tests, masters for transparencies and handouts, and supplemental reference materials.

***TITLE: IMPROVING YOUR WRITING SKILLS*** YEAR: 1982
AUTHOR: Apps, J.
AVAILABLE FROM: Prentice-Hall-Regents (Follett)

COMPONENTS: Book

SUB-CATEGORY: ADMINISTRATION & MANAGEMENT

AREAS OF STRENGTH: Clear organization of topics and ideas;
Coherent, well written

CLASSIC

Prescriptive Approach
Practice Oriented

COMMENTS: This is an exemplary resource for adult education instructors who teach writing skills. Also useful to program directors and administrators who have to write proposals, memos, and other business correspondence.

***TITLE: READING WITHOUT NONSENSE*** YEAR: 1985
AUTHOR: Smith, F.
AVAILABLE FROM: Teachers College Press

COMPONENTS: Book

SUB-CATEGORY: READING

AREAS OF STRENGTH: Excellent theory to practice

CLASSIC

Prescriptive Approach
Research Approach
Practice Oriented

COMMENTS: While the main emphasis is on early literacy, the application for any ABE/literacy teacher/tutor becomes quickly evident. The book explains the reasoning behind a less phonics-based reading curriculum and the need for greater emphasis on teaching in ways that coincide with actual brain functioning. Smith's plain English writing makes it a reasonable resource for everyone who teaches reading.

***TITLE: SMALL GROUP TUTORING: A COLLABORATIVE APPROACH TO LITERACY INSTRUCTION*** YEAR: 1990
AUTHORS: Cheatham, J., & Lawson, V.K.
AVAILABLE FROM: Literacy Volunteers of America

COMPONENTS: Book

SUB-CATEGORIES: TUTOR; CURRICULUM DEVELOPMENT; READING;
LANGUAGE DEVELOPMENT, THINKING SKILLS; CLASSROOM MANAGEMENT

AREAS OF STRENGTH: Theoretical base; Well-written;
Encourages critical reflection on practice

Empowerment Approach
Research Approach
Practice Oriented

CURRENT

COMMENTS: This book, based on tutors' and trainers' experiences, provides practical information about using the social dynamics of a small group to promote a collaborative climate for literacy instruction. An accompanying videotape and manual on small-group tutoring in basic reading is also available from LVA. Using a whole language approach, it offers guidelines on how to instruct within the group and provides information on group dynamics.

***TITLE: TEACHER*** YEAR: 1963
AUTHOR: Ashton-Warner, S.
AVAILABLE FROM: Simon and Schuster

COMPONENTS: Book

SUB-CATEGORIES: DIVERSE POPULATIONS; HUMANISTIC INSTRUCTION; READING;
MATH; LANGUAGE DEVELOPMENT; THINKING SKILLS

AREAS OF STRENGTH: Encourages critical reflection on
practice; Coherent, well written

Prescriptive Approach
Empowerment Approach
Practice Oriented

CLASSIC

COMMENTS: This simple book eloquently describes the use of the language experience approach with a group of New Zealand children. It is useful because of the persuasive and personal way it describes the process. It also helps promote an anthropological approach to reading and writing by encouraging respect for individual learners and their language. "It is always in the back of my mind when dealing with the various populations that utilize adult literacy programs."

***TITLE: TEACHER TO TEACHER*** YEAR: 1989
AUTHOR: Oppenheim, L.
AVAILABLE FROM: New Readers Press

COMPONENTS: Twelve Videotapes

SUB-CATEGORIES: CLASSROOM MANAGEMENT; HUMANISTIC INSTRUCTION;
LANGUAGE DEVELOPMENT; STUDENT EXPERIENCE STORIES

AREAS OF STRENGTH: Encourages critical reflection on
practice; Deals with contemporary practices

Empowerment Approach
Practice Oriented

CURRENT

COMMENTS: This series of twelve videotapes shows real teachers in real classrooms with real students. The model lessons deal with important, current approaches and specific techniques for use in adult literacy and ESL. "These are the most popular items in our resource center. Up-to-date and upbeat, they can be used equally well for individual or small-group staff development activities or as a basis for workshop discussions." *Barbara Korpi*

***TITLE: TEACHING WRITING TO ADULTS*** YEAR: 1990
AUTHORS: Hammond, D. & Kantor, D.
AVAILABLE FROM: Delmar Publishers

COMPONENTS: Videotape and manual

SUB-CATEGORIES: EVALUATION; ADULTS AS LEARNERS; WRITING; CURRICULUM DEVELOPMENT; CLASSROOM MANAGEMENT

AREAS OF STRENGTH: Clear organization of topics and ideas; Deals with contemporary practices

CURRENT

Prescriptive Approach
Practice Oriented

COMMENTS: This two-part videotape and manual provides teachers not only with knowledge and instructional strategies for preparing students for the GED writing sample test, but also provides training in the evaluation of writing (i.e. holistic scoring). It applies to teaching the writing process to both ABE and GED learners.

***TITLE: TUTOR: TECHNIQUES USED IN THE TEACHING OF READING*** YEAR: 1987
AUTHORS: Colvin, R.J. & Root, J.H.
AVAILABLE FROM: Literacy Volunteers of America

COMPONENTS: Handbook

SUB-CATEGORIES: READING; TUTOR TRAINING; ADULTS AS LEARNERS

AREAS OF STRENGTH: Perspective displays understanding and respect for individual differences

CLASSIC

Prescriptive Approach
Empowerment Approach
Practice Oriented

COMMENTS: This handbook, designed for volunteer use, provides a simple, pragmatic introduction to the world of the adult new reader. Some of the chapters deal with goal setting, lesson planning, how to teach sight words, and the language experience approach. It is undergoing revision, for release in 1992, to reflect more of a whole language, process approach.

***TITLE: USING LANGUAGE EXPERIENCE WITH ADULTS*** YEAR: 1977
AUTHORS: Kennedy, K. & Roeder, S.
AVAILABLE FROM: New Readers Press

COMPONENTS: Booklet

SUB-CATEGORIES: READING; ADULTS AS LEARNERS

AREAS OF STRENGTH: Theoretically based but not heavily technical

CURRENT

Empowerment Approach
Practice Oriented

COMMENTS: This forty-page booklet provides a concise explanation of the language experience method. The authors provide numerous examples of student-dictated material used to teach reading skills. There are chapters on empowering students to create their own curriculum and stimulating students to use their own imagination in writing assignments.

## *INTRODUCTION TO THE SOCIAL CONTEXT*

- A group of women sit around a wobbly metal table in the unheated, cinder block "community room" of an inner-city housing project, talking about how angry they are at the condition of their building. They want to write a letter to City Hall.

- Plant workers in a poor rural community in Appalachia stare at their notices — they have one more week to work before the plant shuts down. The local community college offers retraining programs, but even those who can read well enough to participate know that there are no other jobs around.

- A young mother with a good steady job and a healthy family cringes as the patrons in line behind her at the bank watch as she asks for help filling in her deposit slip. Proud when she entered, she now tries to make herself as small as possible as she hurries outside, upset that the bank changed its deposit slips without warning.

- A middle-aged husband, weary from a long day of factory work, fixes dinner for his three children so that his wife can go to literacy class. He falls asleep on the couch, wondering if she will continue to feel she loves and needs him as she becomes increasingly independent and literate.

These are the images of social context; this is the social world within which adults struggle with their literacy skills, contending with destructive negative stereotypes, changing economic conditions, patterns of dependence and interdependence with loved ones, and social structures that present barriers to living with dignity and respect at every turn. The social context of literacy is the set of social attitudes, beliefs, assumptions and values within which adults with low literacy skills develop their self-concept and sense of self-esteem. The social context of literacy also is the immediate environment within which adults use their literacy skills; the ability of adults with low literacy skills to navigate their environment reflects their courage, intelligence and persistence in the face of great odds.

The selections in this area challenge much of our conventional wisdom about literacy, nonreading adults, and literacy education. They challenge us to place literacy in its social context, to move away from viewing literacy as a set of isolated skills that can be developed apart from the social world that gives them meaning and usefulness. These authors urge us to understand that literacy is not simply about cognition, but it is also about feeling and culture and language and experience. And if we truly understand that literacy is about meaning, we see that literacy is profoundly social. We construct meaning through our interaction with the social world and, in that process, the social world can be changed. Literacy is political in that it is related to the distribution of power in our society. Literacy has always been connected to power, and focusing on social context helps us understand how to engage in literacy education that has the potential to empower us all.

***—Hanna Arlene Fingeret***
*Executive Director, Literacy South, Durham, NC*

# ILLITERATE AMERICA

Review by Burton R. Sisco, University of Wyoming

***No nation that was worth perpetuation was ever disarmed by critical and analytical competence within its population; but many civilizations which are now extinct might well have been saved by such a population.***

***—Jonathan Kozol***

Every movement needs a person like Jonathan Kozol to champion its cause, excite the uninitiated, and shame those who ought to know better. Kozol's literacy career has been marked by a sincere desire to make the United States a more humane and civilized place for all. He first came to national attention in 1968 with the publication of his highly acclaimed book, *Death at an Early Age*, in which the bonds of poverty, racism and inferior inner-city public schools were described. In 1980, Kozol emerged again, this time focusing his deft pen on the plight of millions of American adults who cannot read or write.

In *Prisoners of Silence*, Kozol not only described the problem of adult illiteracy, but gave a blueprint for action. Feeling that much remained undone, Kozol continued his attack of adult illiteracy with the publication of *Illiterate America*, in which America's greatest shame is revealed: one out of every three U.S. adults cannot read or write. In this land of great wealth and opportunity, it is difficult to believe that so many adult Americans are illiterate, but Kozol's book will convince even the most strident critic.

The book is full of primary information describing the human and materials costs of illiteracy in the United States. It is divided into three sections with an afterword. In Part One, Kozol lays the foundation for understanding the meaning of illiteracy and the human cost of an illiterate society. In Part Two, he provides a plan for stamping out illiteracy by calling for a grass-roots struggle from the bottom up, rather than the top down.

Kozol suggest that such a mobilization effort is possible, even in the United States; he looks to the successful evidence to back his claims. He believes that college literacy campaigns in Brazil, Cuba, and Nicaragua for evidence to back his claims. He believes that college and high school students could be recruited to serve as literacy workers to help rid the country of the blight of illiteracy — if we wanted to. In Part Three, Kozol decries our national infatuation with technology and the banal belief that anything can be solved if the right technology is directed at the problem. He concludes the book in an inspiring Afterword, taking to task those who advocate a back-to-basics solution to the problem of illiteracy.

Readers will find *Illiterate America* at once compelling and discouraging. The prose is passionate, the facts alarming, and the alternatives intolerable. Kozol writes with so much energy that even non-specialists will have a grasp of what illiteracy means and what can be done to eradicate it. He deftly mixes facts and figures in his quest to show the human cost of illiteracy to family and society while eloquently rebutting those who would suggest that the problem is a manufactured illusion.

To some, Kozol's solutions to illiteracy in the United States will be viewed as prescriptive rather than empowering. By suggesting a grass-roots effort and a broader definition of literacy to include civil disobedience if needed, he is calling for personal empowerment by those most affected. His means may alarm many politicians, business leaders, and educators because their power could well be subjugated. And yet the consequences of such action are more than worth it. Commenting on this very point, Kozol writes: "No nation that was worth perpetuation was ever disarmed by critical and analytical competence within its population; but many civilizations which are now extinct might well have been saved by such a population" (p.100).

*Illiterate America* is an important book that every American should be able to read. It is sad that such a work had to be written in the first place, given the wealth and power of this country. But now that it has been written, the ultimate shame will be if the situation persists. I highly recommend this book for specialists and non-specialists alike as even a casual reading will very likely change your life. Isn't that the purpose of knowledge anyway?

Kozol, J. Illiterate America. Garden City, NY: Anchor Books, Doubleday, 1985.

# THE MEANING OF ADULT EDUCATION

Review by Ralph G. Brockett, University of Tennessee, Knoxville

There is probably no book in the literature of North American adult education more clearly deserving of the label "classic" than Eduard Lindeman's *The Meaning of Adult Education*. Originally published 65 years ago, this relatively brief (143 pages) book has been a vital resource to generations of adult education practitioners and scholars alike. Though the book has been out of print for much of this time, its importance to the field can be seen in the decision to reprint it in 1961 and, again, in 1989. The 1989 edition contains the original text, along with prefaces to the 1961 and 1989 editions by J.R. Kidd and Huey B. Long, respectively.

Lindeman was born in Michigan in 1885. His childhood was quite difficult and his entry into the world of formal education came relatively late. For many years, he was on the faculty of the New York School of Social Work. Throughout his career, Lindeman continued to make contributions both to the fields of social work and adult education. He died in 1953, at the age of 67. Recent biographies by David Stewart (1987) and Elizabeth Lindeman Leonard (1991) provide greater insight into Lindeman's life and contributions.

Why is *The Meaning of Adult Education* an enduring classic? It was written in only three weeks and shows the limits of quickly written work. In a 1984 review, Stewart noted that "As a piece of English composition...[the book] leaves much to be desired. The narrative rambles, lurches and doubles back upon itself" (p.1). And, further, the book contains no clear definition of adult education! Instead, the reader comes across phrases like "education is life" (p.4) and "Its [adult education's] purpose is to put meaning into the whole of life" (p.5). Yet the book is compelling to read, with thought provoking ideas on nearly every page.

Lindeman was influenced largely by John Dewey and his ideas about progressive education, particularly relative to the importance of the learner's experience and the goal of education for social change. The book is built around four key assumptions growing out of this progressive viewpoint: 1) education *is* life, not a mere preparation for some future goal; 2) adult education should focus on non-vocational ideals, in that adult education "begins where vocational education leaves off;" 3) the emphasis of adult education should be on situations that arise in daily living, not on content-oriented *subjects*; and 4) experience is the most valuable resource the adult brings into a learning situation.

Perhaps the best way to capture the flavor of the book's contents is by sharing a few selected quotes:

***Adult education will become an agency of progress if its short-time goal of self-improvement can be made compatible with a long-time, experimental but resolute policy of changing the social order.***

***—E. C. Lindeman***

"Adult education presumes, then, to serve as one of the means by which the mind may be kept fresh for the assimilation of that knowledge which is synonymous with power." (p.25)

"We live in freedom when we are conscious of a degree of self-direction proportionate to our capacities." (p.50)

"Act collectively but think individualistically." (p.96)

"Adult education is a process through which learners become aware of significant experience." (p. 109)

The Meaning of Adult Education is relevant to everyone in the adult basic education field, regardless of specific roles and responsibilities. Lindeman's ideas are timeless and provide a foundation for many of the principles associated with good adult education practice today. But even more important, the book is a truly inspirational piece of writing. It can help readers gain or deepen a sense of pride in the rich heritage out of which the field has grown. It can provide new and fresh ways of looking at adult education. The Meaning of Adult Education is a book to be read again and again — in part or in its entirety — with new insights gained from each reading. As such, it is an indispensable resource.

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Lindeman, E. C. The Meaning of Adult Education. (Originally published in 1926). Norman, OK: Oklahoma Research Center for Continuing Professional and Higher Education, University of Oklahoma, 1989.

## *PARTICIPATORY LITERACY EDUCATION*

Review by Jonathan D. McKallip, Literacy Volunteers of America

***We believe that the adoption of the model [of participatory literacy education] is essential if we are to make a substantial impact on the basic literacy skills of adults in the United States. The choice is ours.***

***—H. A. Fingeret & P. Jurmo***

In *Participatory Literacy Education*, Hanna Arlene Fingeret and Paul Jurmo urge adult educators to develop ways for learners to be totally involved in all aspects of their continuing education. The purpose of this sourcebook is to provide background on the participatory literacy education approach, showcase good models, and make recommendations for smooth transitions to greater learner involvement.

Both Fingeret and Jurmo are firm believers in and practitioners of participatory literacy education. Fingeret is director of Literacy South, a not-for-profit organization that provides training and technical assistance and conducts research and evaluation in participatory literacy education. Jurmo is a former senior program associate at the Business Council for Effective Literacy. This sourcebook is practical and down-to-earth. Although it specifically targets literacy educators, it provides all adult educators with food for thought.

Section One provides an introduction, historical context and conceptual framework for looking at the participatory literacy education approach. In the second section, four case studies are presented to show how this approach functions in a workplace/ESL setting, a volunteer program, as an assessment practice involving program staff and learners and as a collaboration of literacy educators, labor union and industrial management. The final section gives an overview of existing resources in the field, and recommendations for future action.

This sourcebook is an empowering tool for those adult literacy educators wishing to incorporate participatory literacy in their programs. Chapter Nine, where Jurmo presents recommendations for these educators, plus learners and policy makers, is most revealing.

Jurmo's recommendations include the need for a full understanding of the obstacles to developing a participatory approach, ways to build bridges of understanding programmatically and individually, and opportunities to create more effective training and networking systems. He emphasizes the requirement that this new system be cognizant of the learners' and practitioners' personal concerns.

If the recommendations outlined in this sourcebook are implemented throughout adult literacy education, they *will* "make a substantial impact on the basic literacy skills of adults in the United States. The choice is ours."

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### Commentary by Paul Jurmo

about *Participatory Literacy Education*

"Since 1989, when *Participatory Literacy Education* was published, there has been a real growth of interest in the issues raised in the book. This interest comes from many sources: workplace educators looking for effective ways of putting the principle of *contextualization* into practice; volunteer literacy organizations dissatisfied with traditional workbook methods; people from the reading field wanting to see how whole-language theory is being applied in adult literacy settings; community-based educators who have been doing participatory work for years but who now want to see how others are adapting and expanding on participatory principles; and literacy students looking for guidance in how to take on leadership roles in student support groups, small-group instructional formats, and other activities.

These developments are on one hand encouraging but on the other frustrating. The frustrations stem from the realization that there remain few mechanisms for these committed people to get together, build on each other's experience, and create a stronger literacy field in the process.

In other words, we've made progress, but we still have a long way to go."

4/29/91

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**Fingeret, A., & Jurmo, P. Participatory literacy education. New Directions for Continuing Education, No. 42. San Francisco, CA: Jossey-Bass, Summer 1989.**

## *SOCIAL NETWORK: A New Perspective on Independence and Illiterate Adults*

Review by Juliet Merrifield, Center for Literacy Studies
University of Tennessee, Knoxville

Too few adult education texts place real people at center stage. Fingeret's article is strong with voices: the voices of capable people, with skills, knowledge and experience. Roger, a white man of 35, has reading friends who come to him to get things fixed. Lana, a white woman, aged 31, helps her neighbors with their budgeting, shows them how to spend money wisely. Judy, a black woman of 36, has been filling out job application forms for 21 years and knows how to fill one in, even though she cannot read the questions.

Some pieces of research change forever the way we look at the world. Who could read Fingeret's article, and get to know the people she talked to, without changing their view of "illiterates" as dependent, helpless, ignorant people? In Freire's terms, these people are quite skilled at "reading the world" even though they cannot "read the words."

But the importance of Fingeret's work lies not only in depicting strong, resourceful people, but in placing them in their context: in their communities and social networks. In this country, adult education has consistently tended to view the learner as an isolated individual, devoid of social context. The focus is on individual skills enhancement and self-development. Education efforts are seldom integrated with community development. Fingeret's premise is that we must understand adults in their social world, discard the stereotypes, listen to what people have to say, and look for the "community" in which people feel secure, supported and valued.

People who do not read well, or at all, live in networks of mutual support relationships which include readers and non-readers. Reading is exchanged for other activities and assistance. The people Fingeret talked with explained to her how their networks operate, how they choose whom to ask to read certain documents, what services they provide for others in exchange. The balance of their network's inter-relationships is changed when a non-reader learns to read, and new modes of exchange have to be established. Fingeret suggests that is one reason why people often enroll in education classes at a time when their relationships are changing for other reasons — a new job, the birth of a child, changing status of young adults.

The special challenge to adult basic educators which Fingeret's article issues is to plan our programs around

***For the illiterate adults in this study, community is a web of social relations that provides security and support ... every adult in this study has a social network that includes at least one reader.***

***—Hanna Arlene Fingeret***

the assumption that people live in communities, and that the communities will be there long after the programs are gone. Program planners need to spend time in communities, Fingeret says, and learn from them. We must work with pre-existing social groups as much as we can. We have to recognize that learning to read changes relationships and helps people to make the adjustments in their networks.

The best new concepts are obvious to us, once stated. The notion of individuals as embedded in a social context came late to adult education, but now seems essential. Many of Fingeret's ideas came from anthropology and sociology, where the concept of social networks has been around for a long time. But her work and that of others, since the article was published, have shaped the ideas in a way unique to adult education.

Fingeret is director of Literacy South, a training and assistance center founded in the philosophy that adult learners have experiences and goals which must be incorporated into curriculum and program. She has been putting into action her argument that adult literacy education needs to be better integrated with communities, to draw into the classroom each individual's experiences, skills and knowledge, and incorporate literacy education for both individuals and communities in a process of social change.

**Fingeret, H. A. Social Network: A new perspective on independence and illiterate adults. Adult Education Quarterly, 33 (3), Spring 1983, pp. 133-146.**

**TITLE: ADULT ILLITERATE SPEAKS OUT, THE** YEAR: 1980
AUTHORS: Eberle, A. & Robinson, S.
AVAILABLE FROM: ERIC

COMPONENTS: Booklet: ED 197 771

SUB-CATEGORIES: SOCIAL CONTEXT OF ADULT EDUCATION; EMPOWERING ADULT LEARNERS

AREAS OF STRENGTH: Encourages critical reflection on practice; Expands the reader's horizons

CLASSIC

Empowerment Approach
Practice Oriented

COMMENTS: "A fantastic monograph using actual testimonies of illiterate adults. The emphasis is on designing programs that fit *learners'* goals and the importance of empathy as an instructor. A classic!" *Burton Sisco*

**TITLE: ADULT LITERACY EDUCATION** YEAR: 1990
AUTHOR: Kazemek, F.
AVAILABLE FROM: Adult Education, Vol. 41 (1), pp 53-62.

COMPONENTS: Journal Article

SUB-CATEGORIES: HISTORY, PHILOSOPHY, POLITICS; EMPOWERING ADULT LEARNERS

AREAS OF STRENGTH: Theoretical/research base supported; Deals with contemporary practices

CURRENT

Empowerment Approach
Research Approach
Practice Oriented

COMMENTS: In ten pages Kazemek succinctly reviews how "adult literacy education is perceived and practiced in the United States." She expresses concern about the current trend to look at literacy as functional and primarily as a means to improve our competitiveness. Through a review of five books and monographs, she argues for a definition of literacy and actual practices that "enhance the personal, imaginative, social, and economic power of people."

**TITLE: FIRST TEACHERS** YEAR: 1989
AUTHORS: Staff
AVAILABLE FROM: Barbara Bush Foundation for Family Literacy
See Publisher's Listing, page 69, for Address

COMPONENTS: Book

SUB-CATEGORIES: SOCIAL CONTEXT; ADULTS AS LEARNERS; MOTIVATION FOR LEARNING AND PARTICIPATION; COMMUNITY DEVELOPMENT; CLASSROOM COMMUNITIES

AREAS OF STRENGTH: Deals with current issues and practices; Immediate application to programs

CURRENT

Practice Oriented

COMMENTS: This outstanding review of ten family/intergenerational literacy programs includes a list of program contacts for quick reference. The format is easy to use and provides administrators and instructors interested in launching family literacy programs with varied models and a source of good ideas, so the wheel does not have to be reinvented.

**TITLE: FROM THE CRIB TO THE CLASSROOM** YEAR: 1990
AUTHORS: Staff
AVAILABLE FROM: Push Literacy Action Now [PLAN]
See Publisher's Listing, page 70, for address
COMPONENTS: Twelve-minute Videotape

SUB-CATEGORIES: ADULT DEVELOPMENT; FAMILY LITERACY; LEARNING STYLES AND STRATEGIES

AREAS OF STRENGTH: Deals with contemporary issues and practices; Coherent, well written

CURRENT Practice Oriented

COMMENTS: This twelve-minute videotape is entertaining, uses easy-to-understand language and features real parents who are students and volunteers at PLAN. It is moderated by Martha, a mother of three children. She and her husband are seen reading, putting together a puzzle, visiting the library, and helping with homework. The video also depicts an infant, a pre-school boy, and a kindergarten-aged girl in informal learning activities with their parents.

**TITLE: INVOLVING ADULTS IN THE EDUCATIONAL PROCESS** YEAR: 1985
AUTHOR: Rosenblum, S.H.
AVAILABLE FROM: Jossey Bass (New Directions in Continuing Education - # 26)
COMPONENTS: Sourcebook

SUB-CATEGORIES: HISTORY, PHILOSOPHY, POLITICS; EMPOWERING ADULT LEARNERS

AREAS OF STRENGTH: Theoretically based but not heavily technical; Encourages critical reflection on practice

Empowerment Approach
Research Approach
CURRENT Practice Oriented

COMMENTS: This sourcebook focuses on involving adults in planning processes — somthing more easily espoused than implemented. In a chapter titled "including Educationally Deprived Adults in the Planning of Literacy Programs," Paul Isley discusses the challenge to literacy educators who wish to transform their programs toward greater empowerment of students. actual practices that "enhance the personal, imaginative, social, and economic power of people."

**TITLE: LIBRARIES IN PRISON, A BLENDING OF INSTITUTIONS** YEAR: 1989
AUTHORS: Coyle, W. J.
AVAILABLE FROM: Greenwood Publishing Group
COMPONENTS: Monograph

SUB-CATEGORIES: EMPOWERING ADULT LEARNERS; HISTORY OF ADULT EDUCATION; PROFESSIONAL ROLES

AREAS OF STRENGTH: Encourages critical reflection on practice; Identifies future directions

CURRENT Practice Oriented

COMMENTS: This thought-provoking monograph places the library and librarianship within the context of the prison where the functions of the library are modified when operated in a prison. Coyle discusses the issue of an "unhappy marriage" of two differing institutions, the openness of the public library versus the closed nature of a prison.

**TITLE: PEDAGOGY FOR LIBERATION, A** YEAR: 1984
AUTHORS: Shor, I . & Freire, P.
AVAILABLE FROM: Bergin & Garvey

COMPONENTS: Book

SUB-CATEGORIES: COMMUNITY DEVELOPMENT; EMPOWERING ADULT LEARNERS;

AREAS OF STRENGTH: Encourages critical reflection
on practice; Identifies future directions

Empowerment Approach
Research-Oriented

CLASSIC

COMMENTS: No literacy collection would be complete without this discussion of transformation in the classroom in both Third and First World contexts. Shor and Freire demonstrate the effectiveness of dialogue in action as a practical means by which teachers and students can become active partners in the learning process. An empowerment approach that examines the relation of the educational system to the larger society.

**TITLE: PEDAGOGY OF THE OPPRESSED** YEAR: 1970
AUTHOR: Freire, P.
AVAILABLE FROM: Continuum Press

COMPONENTS: Book

SUB-CATEGORIES: INSTRUCTIONAL STRATEGIES AND TECHNIQUES; LIBERATING ADULT EDUCATION; COMMUNITY DEVELOPMENT

AREAS OF STRENGTH: Promotes expansion of the reader's horizons

Prescriptive Approach
Empowerment Approach
Practice Oriented

CLASSIC

COMMENTS: In this book, Freire passionately and incisively provides a political, economic,and social context for adult literacy programs. The model he offers stresses a combination of critical thinking skills and (political or work-related) subject matter which is deeply felt by and relevant to learners. It encourages teachers to understand that literacy training should be attached to real life experiences. Variations on this model can be used in community and work-based literacy program.

**TITLE: WITHIN OUR REACH: BREAKING THE CYCLE OF DISADVANTAGE** YEAR: 1988
AUTHOR: Schorr, L. B.
AVAILABLE FROM: Anchor/Doubleday & Company

COMPONENTS: Book

SUB-CATEGORY: DIVERSE POPULATIONS

AREAS OF STRENGTH: Shows sensitivity and respect
for individual and group differences

Empowerment Approach
Research Approach
Practice Oriented

CURRENT

COMMENTS: By examining the complex factors that impact many undereducated families, this book develops a broad social and economic context for the study of issues like low literacy among adults and their children. One of the chapters describes the characteristics of successful programs and their staffs. It suggests that successful programs, whether in health care, counseling or education, share common traits.

## *INTRODUCTION TO WORKPLACE LITERACY*

National awareness of the adult illiteracy problem has grown dramatically over the past few years. Indeed, the awareness battle appears to have been won. The real challenge before us all now — the hard part — is to tackle at all levels of society the host of difficult substantive questions facing us, questions that bear directly on the quality and suitability of programs and on whether the national literacy effort will produce real and lasting results. These questions already have and will keep gathering special importance where workplace literacy programs are concerned.

What, for example, do demographic changes and changes in the nature of work tell us about the kinds of basic skills services needed in the workplace and for what purposes? When should employee basic skills programs be general in nature and when should they be specifically job-related? How does a job-related program differ from a general literacy program, and what are the implications for the training of the professionals who must design, plan, and operate the programs? What does a company and/or its educational partner need to do and understand to determine whether a job-related program is needed?

How should programs be designed so as to be instructionally effective and cost effective? Why is the notion of "functional context" important to the design of a workplace program? What are suitable and legal forms of testing and assessment in a workplace basic skills program? To what extent can job-related programs be generic in nature and useful across companies and industries? To what extent must they be industry, company, or plant specific? To what extent must they be planned and organized so as to meet the goals of both employees *and* employers? What is the relationship between the acquisition of higher literacy skills and American productivity and competitiveness?

In order to design a good employee skills upgrading program, especially one that is job-linked, questions such as these must be thoughtfully explored. Moreover, increasingly it is understood that the professional expertise needed to design good workplace programs is different from that needed for general literacy programs. For these reasons, *The ABLE Professional Development Guide* is a timely and valuable contribution to the field. It recognizes the country's profound professional development need and gives literacy practitioners a thoughtful and comprehensive introduction to the important questions and issues, in both general and workplace literacy.

For those who want to develop a wider and deeper understanding and capacity in workplace literacy — and I hope the *Guide* will spark that kind of interest — my own organization has an extensive workplace bibliography on tap, as do a number of other organizations.

***—Gail Spangenberg***

*Vice President and Operating Head, The Business Council for Effective Literacy*

# *WORKPLACE BASICS: THE SKILLS EMPLOYERS WANT*

Review by Linda Stoker, Essential Skills Resource Center

**Thoughtful ABE practitioners will want to acquaint themselves with Workplace Basics.**

Now that basic skills educators have accepted the workplace as a legitimate source of students and a potential site for instruction, ABE practitioners will want to acquaint themselves with *Workplace Basics: The Essential Skills Employers Want.* As a vice president of the American Society for Training and Development, the principle author, Anthony Carnevale, has set out to establish the base-line for understanding and implementing basic skills programs in the workplace.

The book is written primarily for adult educators in corporate training and their managers. It is part of a series designed to help human resource development professionals:

- **think through training and development dilemmas**
- **design appropriate intervention strategies, and then**
- **implement training and development programs**

Basic skills instructors and program administrators will find it useful as a guide to thinking through how to make their workplace-based programs more effective. Leaders and teachers of traditional ABE programs will find interesting and well-documented challenges to conventional assumptions about what the basics are and how best to teach them.

Readers should keep the authors' training background in mind as they read this book. While they talk about educational issues and propose educational intervention strategies, the authors frequently blur the distinction between education programs and training programs. As an advocate of outcome-based programs, *Workplace Basics* may seem to the casual reader to be narrowly prescriptive. In fact, the objective advocated is always, clearly, to find the more effective way to teach individuals the skills they need to enhance their effectiveness in their work and thus improve their job security. In the economic realm, this is empowerment of a high order.

**The heart of Workplace Basics is a theory and practice summary for each of the skills the authors found employers considered basic.**

The book is based on a core of research identifying the kinds of skills employers value in their workers, the best practices in workplace programs addressing these skills, and short summaries of the theories underlying the best practices. Everything proposed in the book has worked, and it frequently works better than instruction in traditional settings, possibly because of motivational and cognitive values of the programs.

One chapter is devoted to each of seven sets of essential workplace skills identified by the authors in the course of their research. Each skill is described in some technical detail and the theory underlying the skill is outlined. Recommended approaches to instruction in the workplace are summarized and illustrated by case studies from "best practice" company programs. Each chapter ends with a list of common workplace competencies for the specific skill. No reader who is an expert in a particular content area will be entirely satisfied with the chapter devoted to that content area. However, taken as a whole *Workplace Basic* presents the curricula in a rich way that will be full of insights for the reader.

**Readers should beware the temptation to dismiss Workplace Basics when the authors challenge the readers' biases.**

*Workplace Basics* is an important book. It is important for its intended audience, the HRD professionals who manage corporate training and development programs, in that it delineates the key issues and approaches they need to keep in mind when developing program parity for employees who need to improve basic skills. The danger will be that the HRD managers will find the training talk in the book seductive and will stop short of the hard work of developing the educational interventions that meet their employees' needs.

The book is also important for basic skills educators because it outlines an important educational and developmental agenda that must be addressed if we wish to claim honestly that we are meeting the needs of our constituents in worksite-based programs or in more traditional settings. The danger ABE professionals face will be the temptation to dismiss the implications that *Workplace Basics* has for day-to-day practice in adult learning centers.

One of the key ways that students can empower themselves is to develop the skills they need to gain secure employment in meaningful work. *Workplace Basics* provides us with an agenda for determining what skills our students need to acquire and goes on to describe how best to teach them. We could do worse than to adopt it and build from it.

Carnavale, A. P., Gainer, L. J., & Meltzer, A. S. Workplace basics: The essential skills employers want. San Francisco, CA: Jossey-Bass, 1990.

**TITLE: BOTTOM LINE, THE: BASIC SKILLS IN THE WORKPLACE** YEAR: 1988
EDITOR: Lerche, R.
AVAILABLE FROM: U.S. Government Printing Office

COMPONENTS: Booklet

SUB-CATEGORIES: STRATEGIC PLANNING; POLITICS OF ADULT EDUCATION;
ADMINISTRATION & MANAGEMENT; PUBLIC RELATIONS

AREAS OF STRENGTH: Deals with contemporary issues;
Addresses future directions

Prescriptive Approach
Practice Oriented

CURRENT

COMMENTS: This short booklet provides a good overview of basic skills and the workplace. It includes information on how to identify literacy problems, conduct a literacy audit, and develop a workplace literacy program. It also contains an extensive library of resources, including texts on workplace literacy and organizations and associations which have an interest in workforce literacy.

**TITLE: ESL FOR ACTION** YEAR: 1989
AUTHOR: Averbach, E., & Wallerstein, N.
AVAILABLE FROM: Addison Wesley

COMPONENTS: Workplace Text

SUB-CATEGORIES: SOCIAL CONTEXT; INSTRUCTIONAL STRAGEGIES;
DIVERSE POPULATIONS

AREAS OF STRENGTH: Deals with contemporary issues and practices;
Coherent, well written

Empowerment Approach
Practice Oriented

CURRENT

COMMENTS: Highly recommended as a workplace text. It is suitable for intermediate and advanced ESL students and may be appropriate for native English speakers if a teacher adopts the reading/research selections. Presents a much broader context for workplace education than industry- or job-specific texts.

**TITLE: TRAINING IN AMERICA** YEAR: 1990
AUTHORS: Carnavele, A.P., Gainer, J.J. & Villet, J.
AVAILABLE FROM: Jossey-Bass

COMPONENTS: Book

SUB-CATEGORY: POLITICS; PHILOSOPHY

AREAS OF STRENGTH: Theoretically based but not
highly technical; Contemporary issues

Prescriptive Approach
Research Approach
Practice Oriented

CURRENT

COMMENTS: This book presents the findings of a three-year study by ASTD and the U.S. Department of Labor on how training for today's workforce is structured, managed, financed and coordinated. Specific techniques are given for building training programs in a variety of business settings. Policy recommendations are addressed to educators and employers as well as government officials.

**TITLE: UPGRADING BASIC SKILLS FOR THE WORKPLACE** YEAR: 1989
AUTHOR: Appalachian Regional Commission
AVAILABLE FROM: PSU Inst. for the Study of Adult Literacy

COMPONENTS: Thirty-minute videotape and manual

SUB-CATEGORIES: ADMINISTRATION & MANAGEMENT; INSTRUCTIONAL STRATEGIES;

AREAS OF STRENGTH: Deals with contemporary issues;
Clear organization of topics and ideas

CURRENT

Prescriptive Approach
Practice Oriented

COMMENTS: This practical manual describes the decision-making process in designing workplace literacy programs. It sets the scene for coming to terms with the client and the learner's employer, and discusses strategies for determining learning goals and options in line with employer as well as learner needs. A 30-minute video showcasing eight Appalachian region literacy programs for the workplace supplements the manual.

**TITLE: WORKFORCE 2000** YEAR: 1987
AUTHORS: Johnson, W. B. & Packer, A. H.
AVAILABLE FROM: Hudson Institute

COMPONENTS: Book

SUB-CATEGORIES: DIVERSE POPULATIONS; CLASSROOM COMMUNITIES; WOMEN'S ISSUES; NEEDS ASSESSMENT; EVALUATION

AREAS OF STRENGTH: Clear organization of topics and ideas;
Promotes expansion of reader's horizons

CURRENT

Prescriptive Approach
Practice Oriented

COMMENTS: Packer and Johnson chart dynamic forces that will shape employment priorities in the next decade. Good documentation of workforce trends, extremely valuable to adult literacy educators who need to be aware of one of the "ends" of their endeavors — a literate workforce.

**TITLE: WORKPLACE LITERACY** YEAR: 1986
EDITOR: Skagen, A.
AVAILABLE FROM: American Management Association

COMPONENTS: A Membership Publication

SUB-CATEGORIES: ADMINISTRATION & MANAGEMENT; STRATEGIC PLANNING; FUNDING

AREAS OF STRENGTH: Theoretical/research bases supported;
Identifies future directions

CURRENT

Prescriptive Approach
Research Approach

COMMENTS: This book is an excellent primer for anyone who wishes to inhale a great deal of theory and many statistics in one quick breath. The first chapter, by David Harmon, succinctly expands the simple definition of "illiteracy" to fit in a workplace context. Subsequent chapters describe methods for doing a literacy assessment, current workplace

# *INTRODUCTION TO ADULT LITERACY RESOURCES*

Do you feel overwhelmed by the amount and kinds of resources available to adult literacy practitioners? Are you sometimes sure that the type of information you need exists but you don't know where or how to locate it? Are you convinced that everyone else but you understands the latest information in literacy education? If so, you may be suffering from what Richard Wurman terms "information anxiety."

Unfortunately, the task of keeping up with resources in adult literacy may create information anxiety. The rapid development of resources in adult literacy makes it difficult to be knowledgeable about the latest publications, let alone evaluate their relevance for your current work. However, if you know how to identify, access, select, and use resources, you can curb your information anxiety and make more effective and efficient use of the resources.

Consulting bibliographies is one of a number of strategies that can be used to identify and select appropriate resources. Like other methods for sorting through the universe of available materials, this one has both advantages and disadvantages. The biggest advantage is the fact that someone, usually an authority in the area, has sifted through a number of items to compile the bibliography. Thus, you can rely on the compiler's subject expertise and familiarity with the materials to save your the time of reviewing a larger group of resources. Bibliographies are frequently annotated and these descriptions can be used in making decisions about which materials to use. Also bibliographies sometimes contain information (e.g., lists of publishers) that can be helpful in locating the resources.

The use of bibliographies is not without its drawbacks, however. In a rapidly expanding field like adult literacy, a bibliography may be out of date before it is printed because new material is emerging all the time. Also, some bibliographies do not include information about how the materials were selected. The omission of selection criteria can leave open to question such things as the compiler's bias, the purpose of the bibliography, and the amount of material reviewed.

Used appropriately, bibliographies can help you identify and select the most suitable resources to solve your information problems. Although purposely complied bibliographies, such as those contained in this section of *The ABLE Guide*, can be particularly helpful, you should not overlook other lists of resources, including references at the end of journal articles. These lists are also effective for identifying and selecting materials and may be more current than some bibliographies.

The next time you feel an attack of information anxiety you may find it beneficial to consult a bibliography. Although a bibliography may not provide you a complete answer to your information problem, it can grant an entrée to the resources.

***—SUSAN IMEL***

*Director, Educational Resources Information Center, ERIC/ACVE*

# ERIC — THE EDUCATIONAL RESOURCES INFORMATION CENTER

by Susan Imel, Director ERIC/ACVE

ERIC — The Educational Resources Information Center — is a federally supported educational database that currently receives its funding from the Office of Educational Research and Improvement, U.S. Department of Education. Designed to put the results of educational research and development in the hands of researchers, practitioners, administrators, and policymakers, ERIC consists of a central unit in Washington, DC, and sixteen clearinghouses located throughout the country, each focusing on a specific area of education.

Each clearinghouse is responsible for acquiring and processing information in its assigned area in order to build the ERIC database. The database, which can be accessed through printed index, by computer, or in CD-ROM format, consists of two types of literature. The first is the document literature, sometimes known as "fugitive material" since it would not be readily available unless selected and included in ERIC. Recently completed research reports, curriculum and instructional materials, teaching guides, descriptions and evaluations of exemplary programs, and other documents are examples of the types of materials that are announced in ERIC's monthly document index, *Resources in Education* (RIE). ERIC also includes journal literature. Each month articles from more than 700 education-related journals are annotated and included in *Cumulative Index to Journals in Education* (CIJE).

In addition to building the database, ERIC Clearinghouses provide reference services to their client groups by answering questions, making referrals to other agencies, and providing searches of the ERIC database. They also develop and disseminate products that provide information on high-interest areas within education and that review and synthesize material in the database. Examples of these products include the popular ERIC Digest series and brief, annotated bibliographies.

Two ERIC components serve adult literacy practitioners and can be contacted for further information. They are the ERIC Clearinghouse on Adult, Career, and Vocational Education (ERIC/ACVE), Center on Education for Training and Employment, 1900 Kenny Road, Columbus, OH 43210-1090 and the National Clearinghouse on Literacy Education (NCLE), Center for Applied Linguistics, 1118 22nd Street, NW, Washington, DC 20037. ERIC/ACVE covers the broad field of adult education, including adult basic education and adult literacy. NCLE is an adjunct ERIC Clearinghouse that collects literacy materials for adults and out-of-school youth with limited-English proficiency. ERIC/ACVE and NCLE produce *Digests* and other free or low-cost materials on topics related to adult literacy and basic education.

## ERIC RESOURCES

### ERIC Digests

*Digests* are two-page reports on topics of current interest in education that present a brief synopsis of relevant literature or practices. *ERIC/ACVE Digest* titles of interest to literacy educators include *Adult Literacy Learner Assessment, Teaching Adults with Learning Disabilities*, and *Women, Work, and Literacy*.

### Trends & Issues Alerts

Two-page resource lists developed to provide information on emerging trends and issues, *Trends and Issues Alerts* include a brief description of the topic and a list of information sources and resource organizations. *Trends and Issues* titles include "Adult Literacy" and "Workplace Literacy."

### Major Publications

Major publications present an in-depth analysis and synthesis of an area. Titles of these monographs, which are available for a nominal cost, include: *Adult Literacy Education: Program Evaluation and Learner Assessment, Family and Intergenerational Literacy Programs*, and *Adults with Learning Disabilities: An Overview for the Adult Educator*.

### ERIC File

Produced twice, annually, the *ERIC File* is ERIC/ACVE's newsletter.

### ERIC Services

ERIC Clearinghouses offer a number of services including searches, answers to subject-related questions, and referrals to other agencies. ERIC/ACVE will also provide camera-ready copies of *Digests* and *Trends and Issues Alerts* that can be reproduced and distributed at workshops and conferences.

**FOR MORE INFORMATION, CONTACT: User Services, ERIC/ACVE, 1900 Kenny Road, Columbus, OH 43210-1090.**

# ADVANCE: SERVING PENNSYLVANIA'S ADULT EDUCATION COMMUNITY

by Annette McAlister, AdvancE Resource Specialist

AdvancE is the adult education resource center and clearinghouse for the state of Pennsylvania. It is administered by the School Library Media Division of the State Library in the Pennsylvania Department of Education, with funding provided by the Division of Adult Basic and Literacy Education Programs. Its clientele includes adult basic education administrators and teachers, coordinators of volunteer literacy councils, tutors, counselors, and others involved in adult education in the state.

AdvancE has a long history of service to the adult education community. It was originally established at Millersville University in the 1970's. In 1983 the service was transferred to the State Library to become a part of the PDE Resource Center, which serves the education community as a whole. Today, Pennsylvania is one of a number of states that provides adult basic education programs with access to a collection of resources and other information services.

The underlying philosophy of AdvancE is the belief that adult educators need prompt access to information and a knowledge of available resources. They need to know the results of recent research efforts; they need access to a wide variety of commercial and locally developed resources; and they need to know about successful new practices for possible adoption/adaption. To provide prompt service AdvancE has an toll-free telephone number (1-800-992-2238) for Pennsylvania residents and strives to provide a four-day response time.

Specific services include providing access to a specialized collection of materials, access to information in on-line databases, and support for staff development activities. These services encompass the following:

### RESOURCE COLLECTION

The AdvancE collection contains both print and audio-visual materials for classroom use, teacher preparation, and administrative decision making. Topics covered in the collection include a heavy emphasis on reading, ESL, workplace, GED, and staff development. In fact, all of the materials listed in this bibliography will be added to the collection and made available for loan to Pennsylvania's practitioners. In addition to commercially produced materials, the collection houses Pennsylvania-produced Adult Education Act Section 353 materials and makes these available to programs. Many of the products are also added to the ERIC database for access by other states.

***AdvancE can provide Pennsylvania programs with access to all ERIC documents and journal articles listed in this Guide. All commercially produced monographs listed are available on a loan basis from the Pennsylvania Department of Education's Clearinghouse AdvancE.***

### ON-LINE COMPUTER SEARCHING SERVICES

AdvancE has access to a variety of on-line computer databases, including ERIC, the Educational Resources Information Center System described by Susan Imel in this publication. In response to a client's query, AdvancE can develop a search strategy to identify materials on a particular subject in ERIC and produce a printout of those documents and journal articles. However, the information retrieval service does not stop there. Through the State Library AdvancE will send the client microfiche copies of ERIC documents and photocopies of journal articles. Thus, AdvancE complements and provides Pennsylvania practitioners with easy access to ERIC materials.

### STAFF DEVELOPMENT

AdvancE supports staff development by encouraging on-site visits to examine materials in the collection and discuss program needs. Small groups can be accommodated most effectively. Prior to the visit clients are asked to identify several topics or subjects of particular interest. Staff then completes an on-line search and retrieves relevant materials from the collection. AdvancE supports staff development activities of the ABLE Division and its programs by making presentations, serving on committees, staffing exhibits and writing articles for a variety of publications.

All these efforts — offering a collection of resources, serving as the disseminator of 353 materials, accessing ERIC, and supporting staff development are designed to respond to the needs of the adult education community.

**AdvancE Clearinghouse, State Library of Pennsylvania, Department of Education, 333 Market Street, Harrisburg, PA 17126-0333. PA Tel: (800) 992-2283. Out-of-State Tel: (717) 783-9541.**

**TITLE: ABLE CURRICULUM GUIDE, THE 1990** YEAR: 1990
EDITOR: Royce, S.
AVAILABLE FROM: Pennsylvania's Clearinghouse AdvancE

COMPONENTS: Annotated Bibliography

SUB-CATEGORIES: LITERACY; ABE; ESL; GED; WORKPLACE, SPECIAL PROJECT RESOURCES

AREAS OF STRENGTH: Clear organization of topics;
Immediate application to adult literacy

CURRENT

Research Approach
Practice Oriented

COMMENTS: This annotated bibliography of exemplary resources for adult basic and literacy education students provides reviews of 107 resources in the subcategories listed above. Only resources deemed appropriate for ABLE learners were selected by a panel of ABLE experts, whose frank and perceptive comments about the materials is included. The guide also features a listing of job-specific workplace curriculum and exemplary special projects.

**TITLE: ADULT BASIC SKILLS: SELECTIONS FROM LIFELONG LEARNING** YEAR: 1990
EDITORS: Keeton,P., Parker, J. & Scales, A.
AVAILABLE FROM: AAACE

COMPONENTS: Anthology

SUB-CATEGORIES: INSTRUCTIONAL STRATEGIES; CURRICULULM DEVELOPMENT;
GUIDES; CLASSROOM MANAGEMENT

AREAS OF STRENGTH: Theoretically based but not heavily
technical; Describes contemporary practices

CURRENT

Prescriptive Approach
Empowerment Approach
Practice Oriented

COMMENTS: Some of the best articles that addressed adult basic skills were selected from the 1985-1989 editions of *Lifelong Learning*, the journal of the American Association for Adult and Continuing Education. Included are discussions of policy issues, teaching styles, intergenerational learning, computers in basic skills programs and numerous *Techniques* for working with new readers and ABE/ESL/GED students.

**TITLE: BOOKS FOR ADULT NEW READERS** YEAR: 1989
EDITOR: Pursell, F. J.
AVAILABLE FROM: New Readers Press

COMPONENTS: Bibliography

SUB-CATEGORIES: FICTION AND NON-FICTION BOOKS FOR NEW READERS

AREAS OF STRENGTH: Clear organization of topics;
Immediate application to literacy program

CURRENT

Prescriptive Approach
Empowerment Approach
Practice Oriented

COMMENTS: An excellent bibliography of literacy materials for adult new readers. The recommended titles include over 654 items which are annotated and organized by fiction and nonfiction categories. Each entry has a reading level determined by the Gunning Fog index.

**TITLE: CURRICULUM GUIDE: BOOKS & METHODS FOR TEACHING ABE** YEAR: 1986
AUTHOR: Buckingham, M.S.
AVAILABLE FROM: Free Library of Philadelphia

COMPONENTS: Curriculum Guide

SUB-CATEGORIES: READING; MATH; LANGUAGE DEVELOPMENT; TEACHING; PHILOSOPHY

AREAS OF STRENGTH: Clear organization of topics;
Coherent, well-written

Prescriptive Approach
Practice Oriented

CURRENT

COMMENTS: Designed for use by volunteer tutors working with adults reading at an intermediate level, this curriculum guide includes such key topics as reading comprehension, writing, math, GED material and library resources. It stresses the value of small-group instruction and discusses the problems of assessment.

**TITLE: EDUCATION & SOCIETY: A BIBLIOGRAPHY OF LITERACY ISSUES** YEAR: 1988
EDITOR: Ohliger, J.
AVAILABLE FROM: Basic Choices

COMPONENTS: Annotated Bibliography

SUB-CATEGORIES: HISTORY, PHILOSOPHY AND POLITICS; SOCIAL CONTEXT

AREAS OF STRENGTH: Encourages critical reflection
on practice; Expands reader's horizons

Empowerment Approach
Research Approach
Practice Oriented

CURRENT

COMMENTS: "To be literate," says M. Stanley, is "to attend to the world around us; interpret what we hear and see; and to name, in our own voices, the conclusions that we are prepared to let inform our conduct. It seems to me unwise to force the concept of literacy beyond this point." This bibliography of literacy issues asks some hard questions and provides some alternative answers. You owe it to yourself to expand your own "literacy horizon" by acquiring this resource.

**TITLE: ESL CURRICULUM GUIDE** YEAR: 1988
AUTHORS: Batt, K., Furstenberg, E., & Reitzes, J.
AVAILABLE FROM: Free Library of Philadelphia

COMPONENTS: Handbook

SUB-CATEGORIES: ESL; CURRICULUM DEVELOPMENT

AREAS OF STRENGTH: Clear organization of topics and ideas;
Theoretical/research bases supported

Prescriptive Approach
Practice Oriented

CURRENT

COMMENTS: An informative handbook for volunteer ESL tutors which provides tips for working with non-English-speaking students who are not literate in their own language. Sections on conversation, coping skills, listening, and punctuation are included. Recommended ESL curriculum materials range in scope from beginner to advanced.

**TITLE: PREPARING YOUR OWN ABE READING MATERIALS** YEAR: 1990
AUTHOR: Rice, G.
AVAILABLE FROM: Scott, Foresman & Co.

COMPONENTS: Book

SUB-CATEGORIES: READING; CURRICULUM DEVELOPMENT

AREAS OF STRENGTH: Clear organization of topics and ideas;
Theoretical bases supported

Prescriptive Approach
CURRENT Practice Oriented

COMMENTS: A very practical and useful guide for the literacy tutor or teacher. It gives guidelines for working with non-readers, tips for one-on-one and classroom teaching, suggestions for preparing and individualizing materials, and ideas for using language experience stories and everyday reading materials. Anyone can create good, useful materials for learners with this book.

**TITLE: READER DEVELOPMENT BIBLIOGRAPHY** YEAR: 1990
AUTHOR: Collins, V.
AVAILABLE FROM: Free Library of Philadelphia

COMPONENTS: Annotated Bibliography

SUB-CATEGORY: INSTRUCTIONAL STRATEGIES AND TECHNIQUES

AREAS OF STRENGTH: Clear organization of topics and issues;
Coherent, well written

CURRENT Practice Oriented

COMMENTS: This bibliography is a selective, annotated, graded list of adult education instructional materials written on the eighth grade level and below. Organized by subject categories, it includes ABE and ESL skill level charts. Special features include guidelines for selecting literacy materials, an explanation of the Gunning-Fry readability index, a literacy resource directory and addresses of publishers and distributors.

**TITLE: WORKPLACE LITERACY PUBLICATIONS FOR PRACTITIONERS** YEAR: 1989
AUTHOR: Aderman, B.
AVAILABLE FROM: Adult Literacy and Basic Education

COMPONENTS: Article

SUB-CATEGORIES: INSTRUCTIONAL STRATEGIES; BIBLIOGRAPHY

AREAS OF STRENGTH: Promotes expansion of the
reader's horizons

CURRENT Practice Oriented

COMMENTS: Addressed to practitioners interested in workplace literacy, Aderman provides a review of 16 resources that deals with raising the awareness of businesses and unions, developing a work site program and providing job-related basic skills instruction.

# JOURNALS AND NEWSLETTERS FOR ADULT LITERACY PROVIDERS

Review by J. Harold Sahm, Glassboro State College

## Adult & Continuing Education Today (ACET)

1550 Hayes Drive
Manhattan, KS 66502
(913) 539-5376

Published: Weekly (50 per year)
Cost: $85 year
Contact: William A. Draves
Editor & Publisher

Best adult education weekly in the United States...informative, thought-provoking columnists...a "window to the world" of adult education...very readable...perhaps they promote sponsoring organization too much...uses humor well.

## Adult Basic Education: An Interdisciplinary Journal

Commission on Adult Basic Education (AAACE)
*University of Georgia*
College of Education
Athens, GA 30602
(404) 542-2214

Published: 3 times a year
Cost: $20 year
Contact: Tom Valentine

This new journal replaces the COABE's *Adult Literacy and Basic Education*...A practitioner's AEQ, it will feature current research in ABE and adult literacy...periodic reviews of materials..legislative reviews...submissions are encouraged.

## Adult Education Quarterly

American Association for Adult & Continuing Education (AAACE)
1112 16th St., NW Suite 420
Washington, DC 20036
(202) 463-6333

Published: Quarterly
Cost: $36 year
Contact: Jeanette Smith

The research journal for adult literacy in the United States... Although many of the 16 articles each year deal with adult literacy, they seem to be written for professors of adult education and not the practitioners.

## Adult Learning

American Association for Adult & Continuing Education (AAACE)
1112 16th St., NW Suite 420
Washington, DC 20036
(202) 463-6333

Published: 8 times a year
Cost: $37 year
Contact: Jeanette Smith

Journal intended to meet the needs of all members of AAACE...Almost always two or more articles dealing with adult literacy...despite magazine format, some issues can be research oriented...articles well-written, informative.

## A.L.L. Points Bulletin

Division of Adult Education & Literacy
Office of Vocational & Adult Education
U.S. Department of Education
Washington, DC 20202-7240
(202) 732-5399

Published: Bi-monthly
Cost: Free
Contact: Joyce Ryan, Editor

Offers the U.S. Department of Education perspective... readable...offers good resources.

## All Write News

Adult Literacy Resource Institute
989 Commonwealth Ave.
Boston, MA 02215
(617) 782-8956

Published: Bi-monthly
Cost: Free
Contact: Steve Reuys, Editor

Newsletter serves the Boston area...excellent resources...valuable tips on practice, especially in the ESL area. Takes an empowerment approach to literacy.

## BCEL

Business Council for Effective Literacy
1221 Avenue of the Americas - 35 Fl.
New York, NY 10020
(212) 512-2415 or 2412

Published: Quarterly
Cost: Free
Contact: To the Editor

Important newsletter to read...very informative, packed with good information...the business community's perspective on literacy...somewhat difficult to read because of small print.

## The CFL Letter

The Center for Literacy
636 South 48th Street
Philadelphia, PA 19143
(215) 382-3700

Published: Quarterly
Cost: Free
Contact: Frank Shea, Editor

Primarily a promotion piece for the Center for Literacy in Philadelphia, it features interesting and often innovative projects and programs conducted by the Center.

## Directions in Adult Education

Steck-Vaughn Company
Attn: Margaret Ricke
PO Box 26015
Austin, TX 78755
(512) 343-8227

Published; Quarterly
Cost: Free
Contact: Margaret Ricke

A newsletter from a publishing company is usually just an advertisement in disguise — not so with this well-written informative newsletter..a page and a third of advertisement in a 12-page newsletter is very tasteful.

## ESL Notes

The Clearinghouse on Adult Education
400 Maryland Ave., SW Room 4428
Washington, DC 20202
(202) 732-2399

Published: Irregular
Cost: Free

Format is more like a Xerox handout than a newsletter... is valuable because of the variety of information included.

## GED Items

GED Testing Services
American Council on Education
One Dupont Circle - Suite 20
Washington, DC 20036-1163
(202) 939-9490

Published: Bi-monthly
Cost: Free
Contact: Susan Robinson

Focused, obviously, on the GED but has excellent articles and provides an information background that adult literacy providers should have.

## Information Update

Literacy Assistance Center
15 Dutch Street
New York, NY 10038
(212) 267-5309

Published: Quarterly
Cost: Free
Contact: Linda Somers, Editor

Newsletter has developed into a 28-page magazine... Articles have a New York City orientation...Well-written articles, generic to all literacy providers...Very politically aware.

## Journal of Reading

International Reading Association
800 Barksdale Road
PO Box 8139
Newark, DE 19714-8139
(302) 731-1600

Published: 8 times a year
Cost: $38 year
Contact: Janet R. Binkley

The IRA's peer-reviewed journal is for those interested in the teaching of reading to adolescents and adults...excellent articles, research oriented...some issues have limited articles dealing with adults.

## The Ladder

Push Literacy Action Now
1332 G Street, SE
Washington, DC 20043
(202) 547-8903

Published: Bi-monthly
Cost: $20 year
Contact: Michael Fox

Published by a non-profit, community based literacy training and advocacy program in Washington, D.C...Insightful, liberal but politically astute...very readable, uses humor well.

## Lifeline

FSU Center for Instruct. Dev. Services
2003 Apalachee Parkway
Tallahassee, FL 32301-4829
(904) 487-2054

Published: Bi-monthly
Cost: Free
Contact: Frances Brock

Florida's state-sponsored newsletter for lifelong learning. ...very readable...interesting because of the variety of projects Florida is attempting...some generic articles.

## Literacy Advance

Laubach Literacy International
1320 Jamesville Road
Syracuse, NY 13210
(315) 422-9121

Published: Quarterly
Cost: $10 year
Contact: To the Editor

Part of the membership package...official newsletter for for the association.

## NCAL Newsletter

National Center for Adult Literacy
U. of P, 3700 Walnut Street
Philadelphia, PA 19104-6216
(215) 898-2100

Published: Unknown
Cost: Free

Will be available in Fall 1991.

## NCBE Forum

National Clearinghouse for Bilingual Education
1118 22nd Street, NW
Washington, DC 20037
(800) 321-NCBE

Published: Bi-monthly
Cost: Free
Contact: Ann Kennedy, Editor

If you have bilingual students, then you should read this newsletter...not an outstanding newsletter, but it does provide the facts from the National Clearinghouse for Bilingual Education.

## NCLE Notes

National Clearinghouse on Literacy Education
Center for Applied Linguistics
1118 22nd Street, NW
Washington, DC 20037
1-800-321-NCBE

Published: Twice yearly
Cost: Free
Contact: Fran Keenan

New Newsletter for the National Clearinghouse on Literacy ...first issue was excellent...readable, very informative...only four pages and free.

## New Jersey Journal for Lifelong Learning

Glassboro State College
307 Girard Road
Glassboro, NJ 08028
(609) 863-7131

Published: Quarterly
Cost: with Membership
Contact: J. Harold Sahm or Selma Goore, Editor.

A practitioner oriented journal of a state association... last two issues' themes — "Adult Students with Disabilities" and "The Teacher of Adults."

## Northwest Report

101 S.W. Main Street, Suite 500
Portland, OR 97204
(503) 275-9500

Published: Monthly
Cost: Free
Contact: To the Editor

Not written for adult literacy providers but occasionally has excellent articles that are transferable... provides a different perspective.

## OERI Bulletin

U.S. Department of Education
555 New Jersey Ave., NW
Washington, DC 20208-5570
(202) 219-1559

Published: Quarterly
Cost: Free
Contact: Kay McKinney, Editor

Major emphasis is on K-12 education; however, there is transferable information available...One must read a little deeper and look for possible connections...design and readability is not outstanding.

## Online

American Association for Adult & Continuing Education (AAACE)
1112 16th St., NW Suite 420
Washington, D.C. 20036
(202) 463-6333

Published: 6 times a year
Cost: $12.99 year
Contact: Jeanette Smith, Editor

Newsletter is intended to promote AAACE and its programs Some good generic articles...lists publications and workshops.

## The Pathfinder

University of Maine
ACE Staff Development Office
105-126 Shibles Hall
Orono, ME 04469-0121
(207) 581-2498

Published: Bi-monthly
Cost: Free
Contact: To the Editor

The State of Maine's adult education newsletter... interesting to read because of tfheir perspectives and approaches...good ideas can be found.

## Read On

Mayor's Commission on Literacy
1500 Walnut Street, 18th Floor
Philadelphia, PA 19102
(215) 686-8652

Published: Quarterly
Cost: Free
Contact: To the Editor

Promotional piece for the Mayor's Commission on Literacy ...read it because of potentially good ideas...Philadelphia group attempts many interesting activities.

## The Reader

Literacy Volunteers of America
5795 Widewaters Parkway
Syracuse, NY 13214
(315) 445-8000

Published: 3 times a year
Cost: Free
Contact: To the Editor

Promotional newsletter for LVA but usually has two good generic articles each issue...well-written, readable, informative.

## Research on Literacy

Institute for the Study of Adult Literacy
Penn State College of Education
248 Calder Way, Suite 307
State College, PA 16891
(814) 863-3777

Published: 3 times a year
Cost: Free
Contact: Dr. Eunice N. Askov

Newsletter's focus is sharing with researchers and practitioners interested in adult literacy...If you can deal with very small print and academic jargon, you will find useful information and thought-provoking articles.

## Report on Literacy Programs

Business Publishers, Inc.
951 Pershing Drive
Silver Spring, MD 20910-4464
(301) 587-6300

Published: Bi-weekly
Cost: $199 + first class postage
Contact: Dave Speights, Editor

If you can afford the price, this newsletter provides the most up-to-date information available on literacy legislation and funding...excellent section on new resources.

## TESOL Newsletter

TESOL
1118 22nd Street, NW
Washington, DC 20037
(202) 872-1271

Published: Bi-monthly
Cost: With Membership
Contact: Jean Zukowski-Faust

Official newsletter of the professional association, Teachers of English to Speakers of Other Languages...useful, if English is not your student's primary language...very small type, academically oriented.

**Update**
Association for Supervision & Curriculum
1250 N Pitt Street
Alexandria, VA 22314-1403
(703) 549-9110

Published: Monthly
Cost: With membership
Contact: To the Editor

The official newsletter of the Association for Supervision and Development occasionally has excellent articles that are transferable for the adult literacy practitioner...provides an interesting perspective on instructional design

**What's the Buzz?**
Adult Education Linkage Services
Box 214
Troy, PA 16947
(717) 596-3474

Published: Monthly (Sept. to June)
Cost: Free
Contact: Dave Fluke, Editor

Pennsylvania's adult literacy newsletter highlights the many interesting activities in the Commonwealth... great newsletter for different ideas, resources and some good generic articles..."busy" design, small print.

**The Whitehouse Reading Letter**
John C. Whitehouse, Publisher
3317 Lafayette Avenue
Omaha, NE 68131

Published: Quarterly
Cost: $12 year
Contact: John Whitehouse

An entrepreneurial approach to provide a newsletter and service for people teaching reading to adults...a great deal of sharing...rough around the edges, but shows promise.

**The Written Word**
Contact Literacy Center
PO Box 81826
Lincoln, NE 68501-1826

Published: Monthly
Cost: $15 year
Contact: Emily Herrick

Official newsletter of Contact Literacy, manager of the national literacy hotline...writes few original articles but is a good compendium of the best articles of other newsletters.

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## *PUBLISHERS' LISTING*

AAACE
1112 16th St. NW
Washington, DC 20036
(202) 463-6333

Albany Educational TV
27 Western Ave.
Albany, NY 12203
(518) 465-4741

Amherst Center for International Education
University of Massachusetts
285 Hill South
Amherst, MA 01003
(413) 545-1590

Basic Books
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Cambridge University Press
32 E 57th Street
New York, NY 10022
(212) 924-3900

Contemporary Books, Inc.
180 N Michigan Ave.
Chicago, IL 60601
(800) 621-19181

ABC-CLIO
PO Box 1911
Santa Barbara, CA 93116-1911
(805) 968-1911

American Library Association
50 East Huron Street
Chicago, IL 60611
(800) 545-2433

Bantam, Doubleday, Dell Pub. Co.
Anchor, Doubleday & Co.
666 Fifth Ave.
Washington, DC 20007
(800) 223-6834

Basic Choices, Inc
30 W. Jefferson, #1
Springfield, IL 62702-4830
(217) 522-6473

CASAS
2725 Congress St, S-1M
San Diego, CA 92110
(619) 222-7925

Crossroads/Continuum Pub.
Continuum Press
370 Lexington Ave.
New York, NY 10017
(800) 937-5557

Addison-Wesley Pub. Co., Inc.
Jacob Way
Reading, MA 01867
(617) 944-3700

American Management Association
Trudeau Road
Saranac Lake, NY 12983
(518) 891-5510

Barbara Bush Foundation for
Family Literacy
1002 Wisconsin Ave, NW
New York, NY 10103
(202) 338-2006

BCEL, Inc.
1221 Ave. of the Americas, 35th Floor
New York, NY 10020
(212) 512-2515

Center for Literacy, Inc.
636 S 48th Street
Philadelphia, PA 19143-2035
(215) 382-3700

Culture Concepts, Inc.
5 Darlingbrook Cr.
Toronto, Ontario M9A 3H4
Canada
(416) 231-1692

Delmar Publishers, Inc.
2 Computer Drive West
PO Box 15015
Albany, NY 12212
(518) 459-1150

Greenwood Publishing Group
(Bergin & Garvey)
88 Post Road West Box 5007
Westport, CT 06881
(203) 226-3571

International Reading Association
800 Barksdale Rd., P.O. Box 8139
Newark, DE 19714
(302) 731-1600

Learning disAbilities Resources
P.O. Box 716
Bryn Mawr, PA 19010
(800) 869-8336

Macmillan Publishing Company
(Merrill)
100 Front St., Box 500
Riverside, NJ 08075
(800) 257-5755

(Outreach & Tech. Assis. Network)
Hacienda La Puenta Adult School
320 N Willow Ave.
La Puenta, CA 91746
(800) 451-7556

PLAN
1332 G Street SE
Washington, DC 20003
(202) 547-8903

PSU Institute for the Study of Adult Literacy
204 Calder Way, Suite 209
University Park, PA 16801
(814) 863-3777

Southport Institute for Policy Analysis
PD Office
820 First St. NE, S-460
Washington, DC 20002
(202) 682-4100

University of Minnesota
MN Association for C/AE
175 Peik Hall
Minneapolis, MN 55455
(612) 625-0882

Fearon Education
500 Harbor Blvd.
Belmont, CA 94002
(800) 587-4283

Harper Collins Publishers
(Scott,Foresman, LLL Division)
1900 E Lake Avenue
Glenview, IL 60025
(800) 629-4489

Jossey-Bass Publishers
350 Sansome Street
San Francisco, CA 94104-2091
(415) 433-1767

LERN
1550 Hayes Drive
Manhattan, KS 66502
(800) 678-LERN

New Readers Press
Division of LLI
Dept. 91 Box 131
Syracuse, NY 13210
(800) 448-8878

Oxford University Press
2001 Evans Road
Cary, NC 27513
(818) 968-4638

Plenum Press
233 Spring Street
New York, NY 10013
(800) 221-9369

Routledge, Chapman and Hall
29 West 35th Street
New York, NY 10001-2291
(212) 244-6412

Steck-Vaughn Company
3520 Executive Center Dr.
P.O. Box 26015, Suite 300
Austin, TX 78731
512) 343-8227

University of Oklahoma
OCCE/200 McCarter Hall
Norman, OK 73037-0003
(405) 325-1080

Free Library of Philadelphia
Reader Dev. Program - OQA/YA
Logan Square
Philadelphia, PA 19103
(215) 686-5346

Hudson Institute
5395 Emerson Way
Indianapolis, IN 46226
(317) 545-1000

Klevens Publications
P.O. Box 143
Canoga Park, CA 91305
(818) 884-0583

Literacy Volunteers of America
5795 Widewaters Parkway
Syracuse, NY 13214
(315) 445-8000

New York State Dept. of Education
A/CE Room 1607
One Commerce Plaza
Albany, NY 12234
(518) 474-8701

PA Clearinghouse AdvancE
PDE, 11th Floor
333 Market Street
Harrisburg, PA 17126-0333
(717) 783-9541

Prentice-Hall-Regents
(Cambridge, Follett)
200 Old Tappan Road
Old Tappan, NJ 07675
(800) 223-1360

Simon & Schuster

Teachers College Press
P.O. Box 2032
Colchester, VT 05449
(800) 445-6638

Supt. of Documents
U.S. Government Printing Office
Washington, DC 20402
(202) 783-3238

# CONTRIBUTORS TO THE ABLE PROFESSIONAL DEVELOPMENT GUIDE

## Al Bennett

As literacy specialist for the California State Library, Al Bennett provides technical assistance in adult literacy development to the 81 public library jurisdictions participating in the California Literacy Campaign. He is project manager for the development of CALPEP, the California Adult Learner Progress Evaluation Process, and has a particular interest in the development of new reader leadership in the literacy movement.

Bennett previously served as literacy specialist for the Pittsburgh Regional Library Center in Pennsylvania. He helped organize volunteer literacy programs throughout Pennsylvania and was instrumental in the early development of TLC: Tutors of Literacy in the Commonwealth. Bennett is a PhD candidate in Anthropology, the University of Hawaii.

## Samuel Brightman

Sam Brightman is the 80-year-old editor emeritus and national correspondent for the newsletter Adult and Continuing Education Today and a consultant to the National Council of Senior Citizens. He has a liberal arts degree from Washington University, a journalism degree from the University of Missouri and has attended Tank Destroyer Officer Candidate School and the British School of Infantry. Brightman has been a reporter, rewrite man, and contributor to The New York Times, The Nation and other journals as well as an editor and Washington correspondent for the Louisville Courier-Journal.

Brightman asserts: "I have been involved with adult education for twenty years because public discussion is controlled by the educational level of the electorate, not that of the candidates. The integrity of journalism faces the same constraint. I got into journalism to try to find out what was going on and to report it and explain it to my fellow citizens. I am still trying."

## Ralph G. Brockett

Ralph Brockett is associate professor, Department of Technological and Adult Education, University of Tennessee, Knoxville. He received his BA and MEd degrees from the University of Toledo and holds a PhD in Adult Education from Syracuse University. Previously, he held faculty positions at Montana State University and Syracuse University and has worked in continuing education for health and human service professionals.

Brockett served on the boards of the American Association for Adult and Continuing Education (AAACE) and the Commission of Professors of Adult Education. He is author, co-author and editor of over 60 publications including Ethical Issues in Adult Education, featured in this Guide. Brockett has held positions on the editorials boards for Adult Education Quarterly, Adult Literacy and Basic Education and Lifelong Learning, and is currently editor-in-chief of New Directions for Adult and Continuing Education.

## Stephen D. Brookfield

Stephen Brookfield is professor, Department of Higher and Adult Education at Teachers College, Columbia University and associate director of the Center for Adult Education. He is author of the prize winning books, Developing Critical Thinkers and Understanding and Facilitating Adult Learning, both featured in this Guide. He is an editorial board member for Adult Education Quarterly, the Canadian Journal for Studies in Adult Education, and Convergence: An International Jounral of Adult Education.

Brookfield's main interests lie in the fields of adult learning, critical thinking and teaching. He holds graduate and post-graduate degrees in adult education, and modern social and cultural studies from the University of Leicester, the University of London, and the University of Nottingham.

## Vickie L. Collins

Vickie Collins is administrator of the Library of the Blind and Physically Handicapped at The Free Library of Philadelphia. From 1987-1990, Collins was coordinator for the Reader Development Program, a department of The Free Library of Philadelphia that provides literacy and English as a Second Language materials to over 240 organizations in Philadelphia.

Collins has an undergraduate degree in English from Wittenberg University and a MLS in Information Science from Indiana University. She edited the 1990 Reader Development Bibliography featured in this Guide, contributed quarterly literacy review articles for Booklist, and was editor of Pivot, a newsletter for literacy tutors and teachers.

## Phyllis Cunningham

Phyllis Cunningham has been professor of Adult Education at Northern Illinois University since 1976. As dean of the center of open learning in the city colleges of Chicago, she established the first major GED-TV program in a large urban area by combining the resources of the Chicago Public Library, the community college system and the public television station. As director of one of the Adult Education Service Centers in Illinois, she headed the team which provided staff development for over 3000 basic education teachers and staff.

Holding her doctorate in Adult Education from the University of Chicago, Cunningham is the author of numerous articles on literacy and community-based education. She is co-editor of the 1990 Handbook on Adult and Continuing Education featured in this Guide and currently chairs the Commission of Professors of Adult Education.

## Robert A. Fellenz

Bob Fellenz has been professor of Adult Education at Montana State University since 1987; he previously held a similar position at Texas A&M. Fellenz' research interests have centered on teaching methods and the learning styles and strategies adults use in real-life situations. In Montana he works extensively with staff and students of seven tribally controlled community colleges.

Fellenz is co-author of Effective Strategies for Teaching Adults, featured in this guide. He was co-editor of the journal Adult Literacy and Basic Education and served on the board of the Commission on Adult Basic Education (COABE). Fellenz has conducted over one hundred workshops for local and state adult basic education programs, directed statewide evaluations of ABE programs in Texas and New Mexico; and has acted as principal investigator for the Kellogg Center for Adult Learning.

## Hanna Arlene Fingeret

Hanna Fingeret is executive director of Literacy South, a not-for-profit organization that provides training and technical assistance and conducts research and evaluation in participatory literacy education. Presently on leave from North Carolina State University where she is a professor, Fingeret holds MS and PhD degrees in Adult Education from Syracuse University. She has worked in adult literacy education since 1969 teaching literacy skills to adults, training literacy educators, organizing and administering community literacy programs, and consulting to a wide range of national groups and agencies.

A respected researcher in the field, Fingeret has written numerous articles, including Adult Literacy Education: Current and Future Directions featured in this Guide along with Participatory Literacy Education and Social Network: A new perspective on independence and illiterate adults, which were reviewed as professional development core selections. She serves on the editorial boards of Adult Education Quarterly and Adult Literacy and Basic Education.

## Vivian L. Gadsden

Vivian L. Gadsden is associate director of the National Center on Adult Literacy (NCAL) and assistant professor in the Graduate School of Education at the University of Pennsylvania. She received her doctorate in educational psychology and policy from the University of Michigan. Over the past several years, her research has focused on literacy across the lifespan, with an emphasis on children and families and the social contexts for learning and teaching.

Gadsden is currently directing two studies on families and literacy learning within diverse populations. Among her recent publications are "Minority Access to Literacy: An American Case Study," which appeared in *Psychology in Developing Societies*, and "Trying One More Time: Gaining Access to Literacy," which will appear in *Readings in Equal Education*. Along with Daniel Wagner, director of NCAL, she is editing a volume from the Conference, Literacy Among African-American Youth, which will be published by Ablex.

## Carol Goertzel

Carol Goertzel founded and has served as director of the Lutheran Settlement House Women's Program for the past fifteen years. Today, over 10,500 low-income women, men, and children attend the Philadelphia-based program annually to participate in employment education; bilingual domestic violence intervention/prevention; personal, drug/alcohol and group counseling; teen parent work and child-care programming.

Goertzel has a BA in Sociology, with a minor in Latin American Studies and Secondary Education with extensive graduate work in Sociology and Modern Chinese History. She coordinated and co-authored twenty-two curriculum manuals and teacher's guides for adult basic education (ABE) students and staff. Goertzel has written numerous articles on adult literacy and is the co-author of *Remembering I & II*.

## Susan Imel

Susan Imel, director and adult education specialist at the ERIC Clearinghouse on Adult, Career, and Vocational Education, Center on Education and Training for Employment, The Ohio State University, has a PhD in Adult and Continuing Education and an MS in Library Science, both from the University of Michigan.

Imel has written a number of articles and book chapters related to adult education resources, including the chapter "The Field's Literature and Information Sources," that appears in the *1990 Handbook of Adult and Continuing Education*. In addition to her position with ERIC, she is currently co-principal investigator for a U.S. Department of Education workplace literacy partnership project and works with the Ohio Department of Education on a special project to develop linkages among educators and human service personnel.

## Waynne B. James

Waynne James is associate professor of Adult Education at the University of South Florida. Her doctor's degree in Adult Education was received at the University of Tennessee. While working as a public school teacher, she began teaching ABE/GED classes. After experiencing the adult learner, she never returned to the K-12 classroom.

James' fields of interest are adult learning styles and the social roles of adults. She has been active in adult education staff and professional development at state and national levels and has served as president of the American Association for Adult and Continuing Education.

## Paul Jurmo

Paul Jurmo has been in the adult literacy field since 1976 when he began five years of work in village literacy programs in The Gambia, West Africa. In 1987, he completed a doctorate at the Center for International Education at the University of Massachusetts, specializing in adult literacy and nonformal education. In 1989, he co-edited *Participatory Literacy Education* featured in this *Guide*.

From 1984 to 1990 Jurmo served as senior program associate at the Business Council for Effective Literacy, a national literacy information center in New York City. He is now an independent consultant working on projects around the country. He has special interests in workplace basic skills and developing participatory alternatives in the literacy field.

## Patricia M. Keeton

As coordinator for basic skills and foreign-born programs at Howard Community College in Columbia, Maryland, Patty Keeton is responsible for ABE, GED and ESL programs as well as all basic-skill remediation classes for JTPA and JOBS clients in Howard County. Keeton started in the field as an ABE, ESL and GED instructor. Since 1984, she has been the director of a special project responsible for implementing a competency-based assessment system in all ABE programs in Maryland.

Keeton, who served as chairperson of the Legislative Unit of COABE, has worked closely with Congressional representatives to ensure passage of adult basic skills legislation. She has a BSE from the University of Maryland and a dual Master's degree in reading and learning disabilities from John Hopkins University.

## Malcolm S. Knowles

Malcolm Knowles is professor emeritus of adult and community college education at North Carolina State University. Previously he was professor of adult education at Boston University, executive director of the Adult Education Association of the U.S.A., director of adult Education for the YMCA's of Boston, Detroit, and Chicago, and director of training for the National Youth Administration of Massachusetts.

Knowles received his AB from Harvard in 1934, and his MA and PhD from the University of Chicago in 1949 and 1960, respectively. Since his retirement from N.C. State in 1979 he has been actively engaged in consulting and conducting workshops in the United States and throughout the world. He is the author of over 200 articles and 18 books. His classic *The Modern Practice of Adult Education* and his most recent book, *The Making of An Adult Educator* are included in this Guide.

## Barbara Korpi

Barbara Korpi, coordinator of the North Dakota Statewide Adult Education Resource Center, has a BA degree from the University of Minnesota in secondary education and an MA from the University of Washington, in Seattle, in teaching English to Speakers of Other Languages (TESOL).

She has worked as a consultant to the North Dakota Adult Basic and Secondary Education program for the last fourteen years. Her duties include managing a materials clearinghouse and providing staff development. Korpi has trained hundreds of individuals in teaching literacy to native speakers and non-native speakers of English.

## B. R. "Buddy" Lyle

Buddy Lyle is associate professor of Adult Education and program coordinator for the graduate program in Adult Education at the University of Arkansas, Fayetteville. Previously he was on the teacher education faculty at Louisiana Tech University and served as director of the Region VI Staff Development project, and later the APL Project as The University of Texas in Austin. He holds a BSE degree from Arkansas State Teachers College, a MSE from Arkansas State University and a EdD in Adult and Extension Education from Texas A&M.

Lyle serves on the Arkansas Board for Adult Literacy Councils. His is active in the area of workplace literacy, having conducted classes and workshops for practitioners. A past president of the COABE, he now serves at the editor of the Commission Newsletter, *Adult Literacy and Basic Education*.

## Annette McAlister

Annette McAlister is resource specialist for AdvancE, Pennsylvania's Adult Basic and Literacy Education Clearinghouse since 1984. She has a library science degree from Drexel University, with expertise in information management and retrieval.

McAlister serves on the Pennsylvania State Plan Task Force, the Success Stories Selection committee, the Pennsylvania State Coalition for Adult Literacy, Tutors of Literacy in the Commonwealth, and the PAACE Board. She has produced publications, contributed articles to What's the Buzz? and reviewed materials for the FOCUS bulletins.

## Jonathan D. McKallip

Jon McKallip, vice president of resource development for Literacy Volunteers of America, Inc. (LVA) has been involved with adult literacy education since 1970. He holds an MS in Adult Education from the University of Southern Maine, and served as executive director of LVA-Maine prior to employment at the national headquarters of LVA.

As vice president of field services, McKallip was responsible for the programmatic and training aspects in LVA affiliates across the country. Working with the LVA movement toward a learner goal-oriented educational process, he began much of the participatory literacy education found among those programs. Today, he is responsible for raising funds to increase the full involvement of learners in all aspects of the LVA program at all levels; local, state, and national.

## Juliet Merrifield

Juliet Merrifield is director of the Center for Literacy Studies, the University of Tennessee, Knoxville. The Center conducts research on adult literacy, training and technical assistance for adult literacy providers.

For ten years, Merrifield was co-director of research for the Highlander Research and Education Center, a non-formal adult education center which has been closely associated with movements for social justice in the South. With academic backgrounds in anthropology and political science, she brings an inter-disciplinary focus to research on adult literacy, and a strong interest in collaborative and participatory forms of inquiry and learner-centered approaches to education.

## Evelyn H. Nunes

Evelyn H. Nunes is coordinator of the Virginia Adult Education and Literacy Resource Center and collateral assistant professor of Education at Virginia Commonwealth University. Nunes did graduate work in linguistics, ESL, and writing at the University of California-Los Angeles, and California State University-Sacramento. She completed a doctorate in English and American Literature at the University of Oregon.

Nunes was previously assistant professor of English and Humanities at St. Thomas University, Miami. An International Peace Scholarship awardee, Faura Research grantee and recipient of the Gibbons Award for Journalistic Excellence, she served on the staff of four U.S. Peace Corps Training programs and as consultant for the Citizenship Education Program in South Florida.

## James T. Parker

James Parker has worked in the U. S. Department of Education since 1970, providing national service in the areas of staff development, research, and Prpgram improvement. He is currently area coordinator for adult education in the southern states and also serves as coordinator of Adult Education for the Homeless.

A graduate of the University of Maryland, Parker holds a Master of Public Administration degree from the University of Oklahoma. He has authored and edited many books, magazines, articles and reports on adult learning, and serves on the AAACE Editorial Board.

## Allan Quigley

Allan Quigley is assistant professor and regional director of Adult Education at Penn State's Center for Continuing and Graduate Education, Monroeville. He has an EdD in adult education and an MA and BA in English. Though the main thrust of his 25-year career in adult education has been literacy, he has also conducted research in policy, distance education, international education, and adult teaching.

A Canadian by birth, Quigley has taught literacy in Canada, the United States, and India. He has administered literacy programs in community-based organizations and at the community college level; taught graduate classes in adult literacy; set policy and curricula for literacy at senior government levels, and conducted research and published articles in the field.

## Judith A. Rance-Roney

Judy Rance-Roney is director of adult literacy programs at Northampton Community College in Bethlehem, Pennsylvania, one of ten 1990 winners of the U.S. Secretary of Education Award for Outstanding Literacy Programs.

Rance-Roney, who is finishing a doctoral degree in adult reading at Lehigh University, has been active at state and national level in adult literacy staff development, workforce education, ESL, literacy program administration and literacy assessment. She is a member of the International Reading Association, the Pennsylvania State Coalition for Adult Literacy, Phi Delta Kappa and various other groups.

## Stephen Reuys

Steve Reuys is the staff development coordinator (and currently acting director) at the Adult Literacy Resource Institute (A.L.R.I.) in Boston, Massachusetts. The Institute provides technical assistance, in-service training and staff development, a literacy library, publications, resources and services to adult literacy/ABE programs in the greater Boston area.

Reuys, who has an MEd from Antioch University, the Institute of Open Education and a BS from M.I.T, has been at the A.L.R.I. for eight years. Previously, he worked for the Boston Indian Council, teaching in and coordinating their ABE/GED program. He has taught writing and reading at the college level, coordinated a multicultural education project and worked as a volunteer at other adult education and alternative high school programs.

## Barbara Rich

Barbara Rich is director of program development for The Scientists' Institute for Public Information. The Institute is a national non-profit organization dedicated to improving and increasing the public's understanding of science and technology through the media. Prior to her work with the Institute, Rich spent over fifteen years as an educational specialist, faculty member, dean and vice president at colleges and universities, working with adult learners.

Rich holds and EdD in Adult and Higher Education from the AEGIS Program, Teachers College, Columbia University. For the past five years, she has served as chair of the Social Justice/Human Rights unit of the American Association for Adult and Continuing Education.

## Jovita M. Ross-Gordon

Jovita Ross-Gordon is assistant professor of Adult Education, Penn State University. After receiving a BA in Speech and Language Pathology and an MA in Learning Disabilities from Northwestern University, she worked as a teacher of learning-disabled youth. Her work with reentry adults triggered an interest in adult learning, and she completed her EdD in Adult Education at the University of Georgia.

Ross-Gordon has focused much of her work on learning disabilities in the context of adult basic education and literacy. She has completed several research projects and written a number of articles, including the monograph entitled Adults with learning disabilities: An overview for adult educators. and co-authored the book, Serving Culturally Diverse Populations, featured in this Guide.

## Sherry Royce

Sherry Royce, editor and project director for this *Guide* is president of Royce & Royce, Inc., a firm that provides adult education and literacy staff and curriculum development, strategic planning and evaluation services to public institutions and private business. For seventeen years as director of adult education for two counties in Pennsylvania, she was responsible for providing programs ranging from basic literacy to ESL, GED, retirement planning and specific skills job training.

Royce holds a BA in Journalism from Hunter College, an MS in Reading from Millersville, and an MA and EdD in Adult Education from Teachers College, Columbia University. She has directed over 35 ABE special projects, and authored numerous articles and 11 skills texts for new readers. Royce was Pennsylvania's 1981 Adult Educator of the Year, and served as AAACE's first treasurer.

## J. Harold Sahm

J. Harold Sahm is director of Adult Education at Glassboro State College, New Jersey. During the past 14 years, he has trained over 10,000 adult education teachers and administrators. Sahm was editor of the popular newsletter For Adults Only, supervised the development of Breakthrough to Math, and has served on several national advisory boards for adult education.

A past president of NJALL, his state's professional association, Sahm holds an EdD in Adult Education from Rutgers University. He manages a Health Education Program (HEP) program for migrant farm workers, a drug prevention and education program for a 12-college consortium, curriculum development services for JTPA and REACH programs and the Executive Office for NJALL.

## Don F. Seaman

Don F. Seaman is professor and director, Texas Center for Adult Literacy Learning, College of Education, Texas A&M University. At the time this review was written, he was completing a faculty development leave at the National Center for Family Literacy in Louisville, Kentucky, where he conducted a study of the impact of the Kenan model for family literacy.

Other recent research includes a comparison of the impact of four computer-based learning systems in a JTPA program, evaluations at local and state levels of programs for legalized aliens, the homeless, and several externally-funded adult literacy programs. Seaman has authored or co-authored numerous articles in scholarly journals and seven books, including *Effective Strategies for Teaching Adults* featured in this *Guide*. In 1984, he was the first president of the American Association for Adult and *Continuing* Education. His first adult education experience was teaching ABE/GED in 1960-61 and he has been in the profession since that time.

## Elaine Shelton

Elaine Shelton is president of Shelton Associates, an Austin, Texas, consulting firm that specializes in competency-based adult education. Ten of her 18 years in adult education were spent as part of the Adult Performance Level (APL) Project at the University of Texas. For six years, Shelton directed the Project's grant with the National Diffusion Network to disseminate the APL Competency-Based High School Diploma Program that she developed.

Shelton's education includes a BA in psychology from the University of Texas at Austin, where she was elected to Phi Beta Kappa and a Masters in Educational Administration from Antioch College. She was elected to the board of the American Association for Adult and Continuing Education (AAACE) for seven years and served as its president for 1988-89.

## Burton R. Sisco

Burt Sisco is assistant professor of Adult Education at the University of Wyoming where he coordinates the graduate program in Adult & Postsecondary Education. He received his doctorate in Adult Education from Syracuse University. Sisco teaches courses on adult learning and lifespan development, historical foundations of adult education, program planning and evaluation, and teaching adults.

He has held numerous leadership positions with AAACE. He serves as editor of the Mountain Plains Adult Education Association's *Journal of Adult Education* and has served as book review editor of *Adult Literacy and Basic Education* and on the editorial board of the *Adult Education Quarterly*. His primary research interests lie in the areas of adult cognition, self-directed learning, and teaching effectiveness.

## Ronald W. Solórzano

Ronald W. Solórzano received his PhD from the University of California at Los Angeles (UCLA) in Administration and Policy Studies in Education. He currently works for Education Testing Service (ETS) in the Pasadena Field Office as a professional associate.

While at ETS, Solórzano has conducted several evaluation and research studies related to adult literacy. He presently directs several adult literacy projects examining such issues as alternative assessment, learner progress evaluation, family literacy, and technology as a basis for program management in adult literacy programs.

## Gail Spangenberg

Gail Spangenberg joined Harold W. McGraw, Jr. in the fall of 1983 to form the Business Council for Effective Literacy (BCEL), where she serves as vice president and operating head. She is currently on the advisory board for the the Center for Applied Linguistics ESL-Literacy Clearinghouse, the National Adult Literacy Survey, and several other national adult literacy and workplace projects.

Spangenberg has served as a management consultant to the President, Russell Sage Foundation and education consultant to Carnegie Corporation, The Ford Foundation, The Educational Facilities Laboratories, and the Educational Broadcasting System. In 1981, she prepared a major policy paper for the Carnegie Corporation on Adult Illiteracy in America and in 1983 she directed a task force study for New York's Commissioner of Education and Director of the Budget on the Regents External Degree and College Proficiency Examination Programs.

## Linda Stoker

Linda Stoker is director of the Essential Skills Resource Center in Boston, Massachusetts. The Center assists corporations with training and education program planning, problem solving, and evaluation; the design and development of programs; and staff orientation and training. Stoker's interests include strategic educational planning for corporations, developing programs which use learning systems to support and enhance work, and HRD crisis intervention.

A pioneer in the development of applications of basic skills programs in the workplace, she was a member of the ASTD Workplace Basic Advisory Panel and the designer and developer of one of the ASTD Best Practices programs on which the book was based. Stoker is the author of several articles exploring the teaching, planning, managing and evaluation of workplace education programs.

## Mary Grcich Williams

Mary Grcich Williams is an independent consultant specializing in program planning and evaluation. For fourteen years, she was state director of Adult Education with the Indiana Department of Education. Prior to assuming that position, she was adult education special projects/staff development coordinator for the Department.

Williams has a BA degree from Duke University and a MA from the University of North Carolina at Chapel Hill. In 1986-87, she served as president of AAACE. Her accomplishments include organizing and co-chairing the Indiana Adult Literacy Coalition to promote networking, partnerships and communications among the state's literacy providers and advocates.

## *PROFESSIONAL DEVELOPMENT RESOURCES FOR LITERACY PRACTITIONERS*

RESOURCE:_____ AUTHOR(S):_____

AVAILABLE FROM:

_____

**Resource recommended should be:**
- **♦EXCELLENT in the opinion of the reviewer**
- **♦AVAILABLE**
  - **Currently in print or available from ERIC**
  - **Easily purchased or borrowed from a library**

### *SELECTION CRITERIA*

*[Please check the appropriate column]*

| | Strong | Average | Weak | NA |
|---|---|---|---|---|
| ♦PERTINENT: | | | | |
| Application to adult literacy evident | | | | |
| Meaningful to literacy practitioners | | | | |
| Encourages critical reflection on practice | | | | |
| Promotes the expansion of reader's horizons | | | | |
| ♦UNDERSTANDABLE: | | | | |
| Theoretically based but not heavily technical | | | | |
| Clear organization of topics and ideas | | | | |
| Coherent, well written | | | | |
| ♦AUTHOR'S EXPERTISE | | | | |
| Theoretical/research bases supported | | | | |
| Broad experience and/or credentials | | | | |
| Perspective displays sensitivity, understanding and respect for individual and group differences. | | | | |
| ♦CURRENT: | | | | |
| Imparts new research relevant to adult literacy | | | | |
| Deals with contemporary issues and practices | | | | |
| Identifies future directions | | | | |
| ♦ CLASSIC: | | | | |
| Provides historical background while remaining pertinent to contemporary readers. | | | | |

_____

*[Please check the appropriate areas.]*

This resource has a [ ] prescriptive approach [ ] empowerment approach
It stresses [ ] applications to practice [ ] research

_____

**♦COMMENTS:** *Please comment briefly on the unique qualities of this resource.*

*Reviewer's Name:*_____ *Tel. No:*_____

## *CLASSIFICATION SYSTEM FOR PROFESSIONAL DEVELOPMENT RESOURCES*

[Please CIRCLE the category that BEST suits resource recommended. CHECK areas of Emphasis/Strength.
If resource fits more than one category, place the numbers 1, 2, etc on sub-categories.]

**CATEGORIES** — **AREAS of EMPHASIS/STRENGTH**

### HISTORY, PHILOSOPHY AND POLITICS

__History of Adult Education
__Divergent philosophical perspectives
__Politics of Adult Education: government, community, institutions
__Professional Roles and Issues

### THE SOCIAL CONTEXT OF ADULT EDUCATION

__Empowering Adult Learners
__Community Development and Involvement
__Workplace __Family __Classroom Communities
Literacy Programs in __Shelters __Institutions

### ADMINISTRATION & MANAGEMENT

__Strategic Planning and Program Development
__Staff Development: __Personnel __Supervisory Issues
__Funding __Fiscal Management
__Public Relations

### ADULTS AS LEARNERS

__Adult Development
__Adult Learning Theories and Principles
__Learning Styles, Processes and Strategies
__Motivation for Learning and Participation
__Psychological Dimensions of Adult Learning
__Critical Thinking

### INSTRUCTIONAL STRATEGIES AND TECHNIQUES

__Curriculum Development __Guides
__Classroom Management
__Learning to Learn
__Prescriptive __Liberating __Humanistic Instruction
Teaching __Reading __Math __Language Development __Thinking __Coping Skills

### DIVERSE POPULATIONS

__Limited English Speakers __Adults with Disabilities
__Women's Issues __Intergenerational Literacy __Ethnic and racial minorities

### LEARNER SERVICES

__Recruitment __Retention
Counseling: __ Personal __ Employment __Career Development
__Support Services

### EVALUATION

__Needs Assessment
__Testing __Evaluation of Adult Learners
__Evaluation of Adult Instructors
__Program Evaluation
__Professional Self-Evaluation



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